DOCUMENT RESUME

ED 342 400	IR 053 919
TITLE	IFLA General Conference, 1991. Division of Education and Research: Section of Education and Training; Continuing Professional Education (RT); Section of Library Theory and Research; Library History (RT); Research in Reading (RT); Editors of Library Journals (RT). Booklet 7.
INSTITUTION	International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE	Aug 91
NOTE	56p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.
PUB TYPE	Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Foreign Countries; Higher Education; History; Information Science Education; Librarian Attitudes; *Library Education; *Library Research; Literature Appreciation; *Professional Continuing Education; Reading Research
IDENTIFIERS	International Federation of Library Associations

ABSTRACT

The 12 papers in this collection were presented at 6 sections of the Division of Education and Research: (1) "Emergence of the Asian Pacific Area and Its Impact on Education and Training of Librarians" (Maxine K. Rochester, Australia); (2) "The Cultural Aspects of Colonialism: Case Study of the Relevance of the Imported Curriculum for Library and Information Science Education to the Needs of Western Australian Society" (Patricia Layzell Ward); (3) "Closing the North/South Gap: Education and Training of Librarians for Another South Africa" (Mary Nassimbeni); (4) "The Continuous Education System at the Training Centre of the V. I. Lenin State Library" (L. S. Martynova); (5) "Organisation and Content of Postinstitutional Continuous Education of Instructors of Higher and Secondary Library Educational Establishments" (T. F. Karatygina and V. V. Skvortsov, USSR); (6) "The Conceptual Library Researches: Problematics, Methodology, Aims (GBL Experience)" (Natalia Tjulina, USSR); (7) "A Russian Librarian's View of European Libraries in 1859: V. I. Sobol'scikov's Grand Tour" (Peter Hoare, UK); (8) "Social Dynamics and Library Tradition (The Russian Libraries in the Years of Great Changes of History: 1905, 1917, 1989)" (M. Afanasjev, USSR); (8) "Reading and Reading Research in the United States in the Twentieth Century" (Pamela Spence Richards, USA); (9) "Social Aspects of Reading--The Case of Israel" (Shmuel Sever and Yosef Branse); (10) "Literature and Social Process: Soviet Scene" (Les Gudkov and Boris Dubin, USSR); and (11) "The Place of the Periodical Press in the Perestroika of Librarianship" (L. M. Inkova, USSR). (MAB)

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57th IFLA GENERAL CONFERENCE MOSCOW, USSR 18–24 AUGUST 1991

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BOOKLET 7

DIVISION OF EDUCATION AND RESEARCH

SECTION OF EDUCATION AND TRAINING

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The Cultural Aspects of Colonialism: a Case Study of the Relevance of the Imported Curriculum for Library and Information Science Education to the Needs of Western Australian Society (72–ET–2–E) 7–6	Professor Patricia Layzell Ward, Acting Deputy Vice–Chancellor, Division of Arts, Education and Social Sciences, Curtin University of Technology, Perth, Western Australia
Closing the North/South Gap: Edication and Training of Librarians for another South Africa (73–ET–3–E) 7–10	Mary Nassimbeni, School of Librarianship, University of Cape Town, South Africa

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Organisation and Content of Postinstitutional Continuous Education of Instructors of Higher and Secondary Library Educationalal Establishments (67–RTCPE–2–R–E) 7–19	T. F. Karatygina, professor of the Moscow State Institute of Culture, and V. V. Skvortsov, assistant professor of the Moscow state institute of culture, USSR

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SECTION OF LIBRARY THEORY AND RESEARCH

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Reading and Reading Research in the United States in the Twentieth Century (38–READ–1–E) 7–36	Pamela Spence Richards, Rutgers University (USA), New–Brunswick, New–Jersey, USA
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Literarure and Social Process: Soviet Scene (97–READ–5–R+E). 7–44	Lev Gudkov and Boris Dubin, senior researchers, National public opinion research centre, Moscow, USSR

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Emergence of the Asian Pacific Area and its Impact on Education and Training of Librarians

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Abstract

The emergence of the Asian Pacific area as a major economic centre, the disparities in the region, the joining together of countries to solve their own problems in their own way, the aid programs, and the high priority placed on education are all mirrored in the library and information services area.

The implications of this for the education and training of librarians is explored: the work of international organisations, education for library and information science in schools and training courses in the area, and the joining together of Asian Pacific countries to solve their own library and information problems. Finally the work of IFLA, particularly the regional group of ALP is touched upon, to stimulate consideration of the contribution that IFLA members can make.

The emergence of the Asian Pacific area as a major economic centre, as well as a major population centre, should focus world attention on it. The moving of the world's trade centre from the Atlantic to the Pacific Ocean, to the Pacific Rim countries, especially those of Asia (East and Southeast Asia), has been nominated as one of the ten new directions for the 1990s.[1] Japan is now the econimic leader, but the Four Dragons, or Tigers, of the Republic of Korea, Hong Kong, Singapore and Taiwan are emerging, with Thailand tipped as the fifth dragon. Their economic growth rate has been 7 to 10 percent annually. New economic growth areas are Malaysia, Indonesia and the Philippines. The economy of the People's Republic of China is forecast to grow, and may equal those of Japan and the USSR in twenty years. The economic interdependence of the region has grown rapidly during the last twenty years.

It is convenient to group the countries of the Asian Pacific area into economically developed countries: Japan, Australia and New Zealand; the new industrialising countries: the Republic of Korea, Taiwan, Hong Kong; the countries belonging to the Association of South-East Asian Nations (ASEAN): Indonesia, the Philippines, Thailand, Malaysia, Singapore and Brunei; and the socialist economies: China, Vietnam, Cambodia, Laos and the Democratic People's Republic of Korea. The South Pacific Ocean contains the Melanesian countries of Papua New Guinea and Fiji, the biggest ones, and the small Polynesian island states.

The countries of the Asian Pacific area have enormous cultural and historical differences. Some countries have been centres of mighty empires, some have recently been part of Western colonial empires. There has been recent hostility between some countries. There are also enormous differences of wealth and poverty both between and within countries. Some are highly urbanised, most have a predominantly rural population. Some are already post-industrial societies, some are industrialising, and most are still agriculture-based. Some countries have large populations (China with over one billion), some small ones (Fiji with 700,000). There is economic and political change taking place in most countries.[2]

Education and training have a high priority in the region, and funds for research and development are increasing. This is seen as one of the prerequisites for development. In Japan, 39 percent of students proceed to post-secondary education, in the Republic of Korea 36 percent, and in Taiwan, nearly 30 percent.[3] In other countries such as Indonesia and the South Pacific states, it is a struggle to provide first level education for all children.

Overall the illiteracy rate for Asia is 36 percent, but there is great variation from country to country. There is a multiplicity of languages and many countries have an oral tradition. The second language for most of the area is English. The Asian Pacific area is the fastest expanding area in the world for the application of communications technology, but again there are great variations between and within countries. There are satellites and also undersea communication links across the Pacific Ocean.

Coordination in the Asian Pacific Area

Asian and Pacific countries are joining together in associations to solve their own problems in their own way. Many Asian intergovernmental organisations have expanded their membership, now including South Pacific island states. The Asian Way and the Pacific Way are being followed: confrontation is out, consensus is in. The Pacific Way calls for more regional cooperation for South Pacific countries, to solve problems peacefully by "unanimous compromise" and from a Pacific viewpoint.[4] Examples of political and economic associations are ASEAN, and the South Pacific Forum(in order of joining: Australia, Cook Islands, Fiji, Nauru, New Zealand, Tonga, Western Samoa, Papua New Guinea, Niue, Kiribati, Solomon Islands, Tuvalu, Vanuatu, Federated States of Micronesia, Marshall Islands). In the education area also there is regional cooperation, for example, the University of the South Pacific based in Fiji has extension centres in several South Pacific islands, with a second campus in Western Samoa, and the Asian Institute of Technology in Bangkok, supported financially by Asian governments, international organisations and foundations, accepts graduate students from all Asian countries.

Development in the Asian Pacific Area

The problems of population and the environment are seen as the most important for both developing and industrial countries in the 1990s according to the report prepared by the Development Assistance Committee of the OECD.[5] These problems are certainly paramount in most of the Asian Pacific area. The report saw strategies for "enabling" people, giving them the knowledge and capacity to make wise choices, as important. These strategies included mass education, access to public health services and accountable government. It also included equitable access to the benefits of development, and an emphasis on agricultural development to provide food for the hungry. Official development assistance was seen as playing an increasingly important role for developing countries, with the collapse of private sector lending.

Many national and international aid agencies, both governmental and nongovernmental, are working in the Asian Pacific area. The developed countries on the Pacific Rim all have aid programs operating: USA, Canada, Japan, Australia, New Zealand. Countries such as the United Kingdom and France with colonial links are also active. International governmental agencies such as the United Nations Development Programme have presences. The World Bank and the Asian Development Bank are financing development projects. The Asian Development Bank, based in Manila in the Philippines, was formed in 1966 to raise money from public and private sources to fund development projects in the region. The largest subscribers are the USA and Japan.

Japan is now one of the major players in the national aid arena, providing the highest amount of official development aid money in the world, and most of this aid is being directed to the Southeast Asian area: firstly to Indonesia, then Thailand, the Philippines and Malaysia, and the South Pacific. China is also benefitting. Japan's emphasis is on human resources development and technical aid. Now more attention is being paid within Japan to the quality as well as the quantity of overseas aid. The main motivation for Japan's aid is "economic cooperation" to preserve Japanese peace and prosperity.[6]

Library and Infomation Services

The points already addressed: the emergence of the Asian Pacific area, the disparities in the region, the development programs, and the high priority placed on education, are all mirrored in the library and information services area. Some Asian countries already belong to the information society while many countries are just establishing national library services to play a leadership role. An example is Indonesia, with its 180 million people, and with a low per capita income. It has not placed a high priority on library and information services until the 1980s. Now a handsome new building houses the national library and the Directorate General of Higher Education has launched a strategic development project, including model university libraries, to improve the 478 university and higher education institutions. Indonesia also lags behing other Southeast Asian countries in adopting modern technologies for information services. The disparities between the countries were shown in the papers delivered at the Eighth Congress of South-East Asian Librarians, Jakarta 1990, from the advanced developments in Singapore to the struggle to raise professional standards in Vietnam.

What implications will this have for the education and training of librarians?

1. As already noted, education and training have a high priority in the region. Library and information services as part of education are seen as one of the prerequisites for develipment. Many international organisations both governmental and non-governmental are working in the Asian Pacific area to improve library and information services: United Nations IDP, UNESCO, WHO and FAO and international library organisations such as IFLA and the Commonwealth Library Association. The International Federation for Information and Documentation has a regional office, the Commission for Asia and Oceania, located in Hong Kong. It has twenty-three member countries from the region. The International Association of School Librarians with 800 members from twenty national and state associations and from fifty-three countries also has a presence. It met in Kuala Lumpur, Malaysia in 1989, and is planning a meeting for Fiji in 1993. The Regional Office for Asia and the Pacific of the General Information Programme of UNESCO is located in Bangkok. For these organisations South

Asia is included for the Asia region. The World Bank and the Asian Development Bank have provided funding for information services as part of development projects. There are also many national aid bodies active, such as those of Canada, USA, UK and Australia.

2. The Asian and Pacific countries joining together to solve their problems in their own way is mirrored in the library and information area, for examply by CONSAL, the Congress of Southeast Asian Librarians. CONSAL held its eighth congress in Jakarta, 11-14 June 1990, with the theme New Challenges in Library Services in the Developing World. There were 700 participants, mainly from the host country. CONSAL was founded in 1970, with the purpose of holding conferences at least every three years to maintain relations between librarians, library schools and library associations, and to promote cooperation in the fields of librarianship in the region. It has been the catalyst for many national and regional projects, such as directories of libraries and librarians, and resource guides, and has supported regional peojects.[7]

3. New library and information science courses or upgrading of old ones are taking place throughout the Asian Pacific area. Examples: Hong Kong, University of the South Pacific. The first issue of a new journal, *Asian Libraries*, edited from Hong Kong, is devoted to education for librarianship. There are twinning and cooperative education ventures e.g. Simmons College USA/Chulalongkorn University, Thailand. New editions of the *World Guide to Library Schools and Training Courses in Documentation* show the increase in number and diversity and rising standards of library schools in the area.

There are also many short training courses available in the region. Part of the General Information Programme of UNESCO for the Asian Pacific Region was the promotion of new information technology, and one of the strategies for this was supporting training of personnel. Short and long-term training courses and workshops were provided to member states requesting them. The multiplier effect was obtained by training a core group of trainors for the region. In 1986/87 there were fifteen regional and national training courses organised. Masters degree programmes in information science have been established in China and the Philippines to serve the long-term needs of both countries and the region.[8]

The need for qualified library staff when calculated using local library standards is enormous. There may, of course, be a great gap between numbers of library staff calculated as needed according to standards and the number for which funding is actually allocated. For example, In Indonesia in the less-developed eastern region, with eleven provinces comprising 31 million people, 17 percent of the population, it is calculated there is a need for 1,989 professionals and 5,967 technicians. Estimates of current library staff are 1,500 people working in all the regional libraries: the twelve state university libraries, the 150 private college and university libraries and seventeen special libraries. So in the next ten years there is a need for 150 professional staff and 450 library technicians to be trained every year. This does not take account of new plans for opening village libraries. This numder would be impossible to meet from present Indonesian chools.[9] There is no school for professional librarians in the eastern region, and for technicians there is only one diploma programme.

Yet there have been solutions suggested for over thirty years to overcoming the shortage of qualified librarians in Indonesia. Both Indonesians and fifteen overseas library consultants reporting for multilateral, bilateral and international agencies have made suggestions, yet there has been little progress. The outlook is held to be brighter now because of the increasing Indonesian experience with planning and the strength of the Indonesian Library Association.[10] The need for coordination and strong local leadership in planning is shown by the situation which has developed in Thailand for MARC formats. There are four different MARC formats in use which were developed to serve individual library needs, thus hampering exchange of data between libraries. Agreement on a common format has been made but action still has to take place.[11]

There are, of course, the usual problems of lack of money, few library materials available in the local language, the few school libraries to stimulate the reading habit, salaries, status and working conditions not good enough to attract students to train as librarians and library technicians, and not enough qualified faculty to teach them. Most of the new graduates will be absorbed by the research, academic and special libraries which usually appear first in developing countries, leaving few for the mass libraries.

There is a need for the curriculum and teaching materials to be suitable for the local situation. Too often they follow those of an Anglo-American model. There is a need to produce graduates who can be leaders and change agents. At the second CONSAL conference held in Manila in 1973, a new type of professional was said to be needed, a "barefoot librarian", to bring information services to those living in rural areas.[12]

A paper given at the last IFLA conference in Stockholm in 1990 deplored the poor performance of African librarianship over the last twenty years.[13] One of the questions the paper by Kingo Mchombu addressed was "Can frican librarianship be reformed using a different reference framework to the Anglo-American model?" Mchombu advocated library school education and continuing education "suffuced with a consciousness of the African information environment", and specialisations in "repackaging of information, indigenous knowledge resources, and development librarianship" that is capable of contributing to the development of Africa.[14] A few library schools with appropriate education were emerging, not slavishly following the Anglo-American models.

We use the term appropriate often: appropriate librarianship, appropriate technology. A better term may be contextual: contextual librarianship, contextual education for librarianship- taking account of and relating to the circumstances or facts, the environment surrounding a particular situation or event. The World Council of Churches uses the term contextual religion. Thus we need contextual education for librarianship, which takes account of the social, political and economic environment within which the graduates will work .

THE ROLE OF IFLA

The IFLA Working Group for the Developing Countries was established ib the early 1970s; its successor in 1976 was the Division of Regional Activities. This was part of a movement to promote the interests of librarianship in developing countries within IFLA and to channel IFLA programmes relevant to them to developing countries. One of the three Sections of this Division was the Section on Asia, renamed the Section on Asia and Oceania in 1984. Asia includes East, Southeast and South Asian countries. The regional office is based in Bangkok, Thailand.

The Section encouraged more associations and institutions from countries in Asia to join IFLA, by 1980 there were 135 members from Asia. Library association members from East and Southeast Asia and the southern Pacific include Australia, the People's Republic of China, Fiji, Hong Kong, Indonesia, Japan, Kiribati, the Democratic People's Republic of Korea, the Republic of Korea, Malaysia, New Zealand, Philippines, Singapore and Thailand.[15] Recent members are Laos, Vietnam and Myanmar(Burma). The Section also encouraged IFLA to hold more meetings in developing countries; the first IFLA congress in a developing country was held in Manila in the Philippines in 1980, the next was held in Kenya at Nairobi in 1984, one is to be held in India in 1992.

The Section on Asia and Oceania was also active in nominating projects to the IFLA Executive Board for financial support. The Section has had problems in evaluating projects, and also funding received was very limited, usually less than $3,000 US. The Section had problems in getting good input from committee members. Members have trouble getting funding to attend meetings, and distances are enormous.

Edward Huck Tee Lim has made an assessment of the work of this Section.[16] He concludes that there was a lack of forward planning for the Section. It reacted to proposals rather than having a coherent programme of its own. Thus the Medium-Term Programme for 1986-1991 was a "wish list" rather than an integrated plan for attainable objectives. There is, of course, the problem of getting consensus among members from widely divergent countries with different levels of development.

The formulation of Advancement of Librarianship in the Third World (ALP) as one of the core programmes of IFLA will have a major impact on the role of developing countries in IFLA. For each region ALP is to obtain in 1990/91, a general picture of the library situation: government policy, roles and ambitions of library associations, activity of funding agencies, and roles and ambitions of international organisations such as UNESCO and the World Bank. A Medium-Term Programme (MTP) is to be developed for each region.

The first priority for ALP has been nominated as education and training, and for the Asia and Oceania Region this has been suggested to focus on education and training for public and rural library development, including literacy. The proposals for 1991 coming forward to the Section on Asia and Oceania are dominated by ones for education and training, especially for library staff working in remote areas.

I'm sure we would all like more effort to go into providing mass library services to suit the needs of children and adults. When considering equity issues, we should remember that children under the age of fifteen years comprise approximately one-third of the world population and are among the least well-served by librarians world-wide. In some of the Asian Pacific countries children under fifteen form over 40 percent of the population.

Conclusions

The emergence of the Asian Pacific area as a major economic centre has been briefly examined as a background to the impact this will have on the education and training of librarians. These are the high priority for education and training in the region, the increasing tendency for Asian and Pacific countries to join together to solve their problems in their own way, the local initiatives being taken, and the aid programmes that are operating. How can we as members of IFLA assist in this enterprise?

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72-ET-2-E

The Cultural Aspects of Colonialism: a Case Study of the Relevance of the Imported Curriculum for Library and Information Science Education to the Needs of Western Australian Society

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As a country Australia has developed in recent times. The Bicentenary was celebrated as recently as 1988. Some States were founded even later, such as Western Australia in 1829.

From the time of the first white settlers in Western Australia, books and reading were important to the small, but growing community. Many settlers brought extensive collections of books with them. The first organised lending library was established in the early 1840's — the swan River Lending Society. The Libraries developed through to the 1950's based upon established British practices, for example, a Mechanics Institute provided a lending library.

The development of academic, public and state libraries was influenced by a number of visiting specialists from overseas who produced reports concerning the state of library services. They judged the development of library services for Australia by the standards of library services in their own country.

The first classes were organised at the Public Library of New South Wales in 1898. Some Australian librarians travelled overseas to take courses, and others studied using correspondence courses provided by the Library Association in London. Eventually classes were organised by local branches of the Library Association of Australia to a syllabus which appears to have been influenced by the [British] Library Association.

In Western Australia part-time classes were provided until 1971 when courses were established at the Western Australian Institute of Technology for generalists, and for teacher-librarians at the Nedlands Secondary Teachers' College in the late 1960's. In common with a number of other States, professional librarians and library educators came from overseas in order to meet the acute shortage of locally trained librarians. The majority of the migrants were from the United Kingdom.

The paper examines the influences upon the development of professional education and focuses upon the curriculum, as a means of determining the extent and relevance of an imported curriculum to the needs of Western Australian society. It takes into account a number of factors which are characteristic of Australian professional education.

One aspect noted is the lack of provision of services to black Australians outside the Northen Territory, and the failure to provide professional education to meet the needs of this important group in the Australian community which may partly result from the influence of the imported curriculum.

Abstract

The paper examines the influences upon the development of the library and information science curricula in a part of the world which has experienced higher levels of migration and consider the possible impact on the development of library services.

The idea for this paper arose from the theme of the conference which related to a personal interest in the influences of culture upon the practice of the profession. This interest had emerged as a result of travel, of attending IFLA conferences — listening to papers and discussing matters of common concerns with colleagues from other countries over many a cup of coffee, and glass of wine — and from working as a consultant. When based in the UK, the British Council and the UK Ministry of Overseas Development had provided opportunities for travel to other countries in order to offer advice, and teach short courses. Those who have experienced such assignments will be aware of the feelings of inadequacy and the need to learn quickly about local conditions and practices. In every country of the world the "expert" is the person who travels from afar, and confirms the view of the resident professional. Bradbury and Lodge are two British novelists who have described the travels and experiences of university lectures who act as consultants in a humorous but accurate way. (1,2) The characters are portrayed as being culturally insensitive, having closed eyes and ears to local conditions. This caricature can seem amusing, given the style of the authors, but nevertheless there remains an element of truth, as any consultant will admit.

The country in which we are born, the way in which we are raised by our family, the influence of education, religion, political system, economic, social and technological conditions, and the language that we speak, all help to shape our experiences, values and beliefs. In turn they influence our approaches to, and the expectations of, professional practice. One example is that the majority of delegates to this conference take it for granted that each country will have a network of public and academic libraries with materials for loan and reference, and special and school libraries serving the needs of specific groups in the community. This is a professional belief to which most would subscribe.

Within the literature of the profession there is a substantial body which is concerned with the information and reading needs of users or clients. The papers discriminate between different categories within the community to be served, and a growing number of papers focus upon the methods which can be used to gather this information. There is also a large body of literature which describes information sources and their characteristics in great depth. Surprisingly there are few which deal with the matching process in any great depth in the Western world — particularly any which might focus upon cultural questions. In the Western world this field has not been the subject of great study, although colleagues in Eastern Europe have looked more closely at the reading process. Hence in preparing this paper there was little material which considered cultural aspects of librarianship and information science of professional education. For this reason the paper gives a tentative personal view, and may be the starting point for further research.

It is necessary to provide some background information in order to set the scene for the case-study which forms the basis for a consideration of the topic.

Those of you who were able to attend the IFLA conference in Sydney in 1988 may recall that the bicentennial of white settlement in Australia was being celebrated. This case study is based on the other side of the continent, Western Australia, which has yet to celebrate its bicentennial, being settled in 1829. Inhabited by the Aboriginal community for many thousands of years, it had been visited briefly by the French and Dutch before the British decided to establish a colony.

The early settlers to Perth on the Swan River brought with them their possessions which included extensive private libraries made available for loan amongst their friends. By mid-1830 the London Morning Chronicle of 22 July noted that a parochial lending library had been established for the working classes. The pattern of setting up library services followed the pattern of British public libraries where parish libraries were often the first services available to the public. The parochial library in Perth attracted only 45 subscribers and was short-lived. There was another form of library in the UK at this time, the Mechanics Institutes where collections of books supported educational programmes. One was established in Perth and in 1909 it became the Perth Literacy Institute. 1935 was important for the visit of two consultants, Munn and Pitt, who toured Australia reporting on the library services. They reported that "...This is the only capital city Institute which is attractive and inviting and in which the books are in pleasing physical condition...", however "...Its membership is less than one per cent of the population. That a free lending library service is needed in Perth is shown by the fact that non-members frequently attempt to use the Institute's facilities". A State library was set up in 1887 which provided a service in Perth backed up by travelling collections sent to main rural centres, but it was always grossly under founded and understaffed. Munn and Pitt were critical of its services and noted that it employed only 8 staff. The first moves to establish improved public libraries were made in the 1940's and it was not until 1953 that Mr F A Sharr was recruited from Manchester Public Libraries in the UK to establish the first extensive network in the State, which now has a central service in Perth supporting 214 service points in the State. (3)

The University of Western Australia was established just before the First World War, but its services were not fully developed until the 1950's. Perth's other three tertiary institutions were not set up until the 1960's School library services emerged in the 1960's following the visit of Prof Sara Fenwick of the University of Chicago Graduate Library School and the publication of her report(4) which was backed by Federal Government with encouragement and dollars. A number of special libraries were established in Government Departments in the 1890's. They have continued to grow in number to meet the needs of government, business and commerce, the law, health services and other specialist client groups.(5)

The growth of all types of library and information services commenced in the 1950's, with the major expansion occuring in the 1960's and 1970's. The libraries required experienced staff to lead their development and the number of Western Australian qualified librarians was limited.

The professional body established a system of examinations in 1944 which existed until the late 1970's intended for part-time students who studied by correspondence, or at classes established in the capital cities or State libraries. The pattern closely resembled those of the British Library Association.(6)

This is where the first influence of culture becomes apparent, for Western Australia depended upon migration for the development of the services and almost all of those recruited from the United Kingdom had worked in public libraries. The models were drawn upon British practices.

One of the valued practices for those living in the most remote city in the world is that of travel to bring back the best of professional practice. This was the case in developing full-time courses. The Western Australian Institute of Technology worked with the State Librarian and the profession to develop courses. The Institute's Librarian and State Librarian each made journeys overseas which included visits to North America and the UK. The content of the curriculum was discussed and courses established at the 2 year Diploma level which quickly became a 3 year undergraduate programme, and the graduate diploma level. The first Head of School, John Dean, was recruited. He was able to establish an excellent nucleus of staff. At the same time the Western Australian College of Education was developing courses for teacher-librarians. The College was a teaching training college in its early days and it was a natural development to establish a separate course, since a requirement for a teacher-librarian was to be a trained teacher. Courses also emerged for audio-visual technicians. In the 1970's courses developed for library technicians at the Perth Technical College. These were originally one year, later two year courses, which trained the library assistants.

In terms of influences upon the curricula in librarianship there are probably only three writers who have had a major influence in the US, UK and Australia. All three are from the US. The first statement of substance is that of Reece published in 1936.(7) This focuses upon the techniques and skills required in the operational setting. The major influence on the expansion of library education was Shera's *The foundations of education for librarianship* published in 1972.(8) The nature of this text is described in the preface. "My purpose has been to explore the role of the library as it contributes to the total communication system in society and the meaning of that role for the library profession, and having determined the requirements of that role, to identify those which are appropriately met by graduate professional education. Therefore, the inquiry begins with a consideration of the communication system within the individual as related to his physiological, neurological, and psychological structure, and its meaning for learning and reading patterns and characteristics, The study then progresses to an exposition of the cultural environment and its communication system in society, together with the place of the libtary within it". There is no doubt that Shera's writings had a major influence on the new undergraduate courses developing in the UK and Australia. It gave a substance and base for the emergence of an academic discipline far removed from the skills training of the past. It is an attractive approach, being cross disciplinary in its nature, and capable of allowing for the enrichment of the broader education of the student. The third influence from the US has been the writings of Hayes who has made a number of important presentations to IFLA conferences on the core curriculum characterised by their analytical approach, and in being value-free.(9)

The content of the curruculum is demonstrated in the syllabuses of courses. These will include aims and objectives content and recommended readings.

In preparing this paper the documentation for the undergraduate courses offered at WAIT, later Curtin has been examined. The School of Information and Library Studies has been fortunate in recruiting staff from Western Australia, the US and UK, Belgium, Germany and Turkey. Most have lived in at least one other country, some in a number of countries. The lists of texts made interesting reading for there was clear indication of strong influences from either the US or the UK. From this a tentative conclusion can be made that the writings that had influenced the lecturers as students and practitioners, came with them to their teaching in Australia. Not a profound conclusion and an hypotheses which requires further study, but one which is likely to influence the nature of the service which the graduates will provide during their careers.

Our beliefs, values, and attitudes are formed as we grow up. In professional life where we live, the philosophical basis of the library system, our experience and our mentors shape our professional values and help to determine models. They instil an approach to professional practice which is hard to articulate in an occupation where philosophy has been absent for some years. This is, in turn, conveyed to our staff and to the students. For staff and student there a need to conform, or at least relate to, the expected norms of the profession, particularly in the 1980's and early 1990's in the Western world, which are not times of overt political action.

At this point it would be as well to emphasise that I am not trying to say that the influences were wrong, for excellent services have emerged. Rather the point I am trying to make is that the influences are subtle, lie in one's sub-conscious — and by the time we may be aware of them they may have started to influence directions. In this way I return to the dilemma and difficulty of the consultant. There may be a lack of awareness of the differences. It is often easier to become sensitive to the differences if the local language is different — in translating we consciously think about the words and their meaning. In travelling in countries which speak our mother tongue, that vital check may be missing.

To return to Western Australia and the needs for books and information. How have the external influences shaped the service to meet the needs of users? What is uniquely Australian and even Western Australian, and what gaps have emerged? The major determinant of the delivery of any service in Australia, and particularly Western Australia, is that of small population, geographic size, and communities which are scattered around the coast of Australia. Distance is a factor together with the distribution of the community. In Western Australia the business of the State is centred in Perth and it is an easy walk between the State library and the special libraries. Outside Perth the principal activities of the State are mining and agriculture. To meet the needs of the community at large there is a central State library which acts as a hub for reference and information services, and a central point for the circulation of materials to the service points which exist, even down to the small communities. Books are exchanged regularly to make good use of an expensive and scarce commodity, and ensure that the country population has constant access to fresh books and video-tapes. Education services are delivered in a similar way, backed up by distance or external learning packages provided from the age of starting school to the PhD level. The former approach was borrowed from the UK, the latter from North America. Both are effective.

The unique aspect of the profession ties in its structure with the clear distinction between three categories of staff — the "generalist", the teacher-librarian, and the technician. There are however some grey areas which may have resulted from the imported curriculum. One is the field of cataloguing and classification. The use of existing cataloguing codes and classification schedules may be helpful to the population at large. The use of US terminilogy and lack of detail for local circumstances can be frustrating for users. From time to time I am concerned at the provision of reference materials, much of which have to be imported from overseas, and teaching in the library schools has to be supported by texts from overseas. As economic conditions result in mergers of publishing houses accross the world so the titles published reflect an international approach, and one which is increasingly reflecting northern hemisphere values. Management is a field where values and local practices are important. The influence of the US texts are evident here, and it is difficult to find local materials which, for example, reflect local approaches to industrial relations. Many of these problems stem from the small size of the local market for texts and professional manuals. The Australian Library and Information Association is attempting to re-develop its publishing programme, but the market will be small. Who outside Australia will be interested// in our texts?

The most difficult question to answer is to what extent the services meet the needs of the community. The remarks that have been made relate to the framework within which the services are delivered. Beyond this lies the question of whether what is delivered is appropriate. For the 85% of the population who speak English the service is appropriate — but 15% were born overseas in a country where English is not the mother tongue. A further 10% is Aboriginal. At the present time the State library makes no special provision for this potential group of users who have a need for resource materials to improve education, health and job opportunities. These are currently provided to some extent by Aboriginal organisations. In the field of education a recent study has demonstrated that the curriculum for teacher education has limited coverage of Aboriginal issues. I feel shamed to admit that it is absent from the curriculum at Curtin. Part of the reason could be pressure on the curriculum — but perhaps the real answer lies in the influence of an imported culture upon the development of the curriculum. This is an experience that others may have experienced.

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Closing the North/South Gap: Edication and Training of Librarians for another South Africa

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ABSTRACT

The aim of this paper is to give a brief analysis of the education and training trends of librarians in South Africa and to indicate the shortcomings of the current offerings in the light of recent political developments which have heralded the transition to a new and democratic order. A number of powerful determinants which will affect the direction of curriculum restructuring are identified and discussed, viz Africanisation of universities and their teaching programmes, the recommendations of the recently completed national review of departments of librarianship and the emergence of alternative or parallel structures outside the formal library and information infrastructure. The paper explores the likely effects on future curriculum planning of these competing foruces.

1. SETTING THE SCENE

South Africa is a country commonly described as belonging both to the First and Third World, divided along economic and class lines which are historically derived from official State policies based on race.[1] The aim of this paper is to give a brief analysis of the education and training trends of librarians in South Africa and to indicate the shortcomings of the current offerings in the light of recent political developments which have heralded a stage of transformation affecting all economic, social and political spheres of life.

Formal programmes in library and information science (hereafter LIS) are currently offered by 11 university departments and a number of technikons concerned with the training of library technicians. The qualifications offered by the universities (to which I shall confine myself) include a postgraduate diploma in LIS; a four-year Bachelor's degree, B Bibl; a two-year postgraduate B. Bibl degree; a specialised degree or diploma in school librarianship; and Honours, Masters' and Ph D degrees. The established library and information infrastructure comprises the following: 2 national libraries, 4 provincial library services, 720 public libraries, 375 special libraries, 100 government libraries, 88 university and college libraries and 2 000 service points, employing 9 304 people of whom 2 308 are professionally qualified librarians.[2]

2. CURRENT EDUCATIONAL PRACTICE

The South African Institute for Librarianship and Information Science (SAILIS) has drafted new quidelines for education and training, in the belief that renewal of education is urgent. The Guidelines adopted in 1990 argue that the term "information science" is the comprehensive and superordinate term that more aptly than any other defines the central object of study of the discipline.[3] The current model of education for LIS is Eurocentric, based on Anglo-American models[4]. This criticism made as long ago as 1985 by one of the national librarians, has been repeated in a number of forums; it is being increasingly argued (by, for example, LIWO, the recently formed alternative organisation of library and information workers) that most librarians have been trained in programmes which emphasise the technical and practical dimensions of LIS and tend to neglect the social and political context in which information is generated, distributed and consumed[5]. This technicist orientation, resulting in the neglect of problems which have had their origin in an unjust socio-political system, is an approach based on the argument that librarianship is a neutral activity and that the study of these issues constitutes a "political" approach which is contrary to the "objectivity and impartiality" demanded by professional ethics. Most teaching programmes direct their major effort in equipping students to function within an existing infrastructure without an examination of the "political economy" of libraries and information.

The objective model of librarianship as also challenged by the perspective adopted by political activists (and in particular students and youths who have been in the forefront of the struggle) who have increasingly included libraries in the site of the struggle, linking them to their demands for education, and for political and human rights, emphasising the politicisation of the library by state policy[6].

These two approaches to the role of libraries have their analogue in the two major theories of educational change, viz. the technical and the structural. The technical school argues that educational structures are autonomous and independent of political and economic forces and concludes that change requires technical reforms, while the structuralists argue that change in the educational system must be accompanied by structural change in political and economic institutions[7].

3. DETERMINANTS OF CHANGE

Converging with these factors are three specific indicators that are likely to be powerful determinants of the direction that curriculum changes might take:

— Africanisation of universities and their teaching programmes

— the recommendations of the recently completed national review of departments of librarianship in South Africa

— the parallel development of alternative library and information services outside the established infrastructure outlined in Section 1.

3.1. Africanisation

This concept embraces a number of related aspects which have obvious relevance for the teaching of LIS:

— indigenisation of the academic community

— cultural renaissance and recovery of cultural identity

— development of a relationship between the university and the community[8].

If one coinsiders the first aspect, viz. improving access of black students to tertiary education, the following figures of university enrolments according to population group for the year 1989 are germane[9]: 156 737 Whites, 18 968 Coloureds, 19 179 Indians, 91 462 Blacks; giving a total of 286 346. Table 1 compares student registration by population group expressed as a percentage of the total student enrolment and of the total population in 1989:

Table 1
Student enrolment by population group in 1989

POPULATION GROUP 1985 estimates[10]	%OF TOTAL POPULATION	%OF UNIVERSITY POPULATION
White	17,5%	54,7%
Coloured	10,6%	6,6%
Indian	3,2%	6,7%
Black	68,7%	31,9%

Table 2[11] shows the numbers and percentages of students in the various groups registered for LIS in 1988:

Table 2
Enrolment of LIS students by population group in 1988

POPULATION GROUP	NO OF LIS STUDENTS REGISTERED	PERCENTAGE
White	1051	59,6%
Coloured	145	8,2%
Indian	180	10,2%
Black	387	21,9%
Total	1764	100,0%

The figures in Table 3[12] represent students from the different population groups who qualified in the same year:

Table 3
Number of LIS graduates by population group in 1988

POPULATION GROUP	NUMBER OF SUCCESSFUL GRADUATES	% OF SUCCESSFUL GRADUATES
White	257	73,9%
Coloured	21	6,0%
Indian	25	7,2%
Black	45	12,9%
Total	348	100,0%

Table 4 compares the 1988 registration of LIS students with students in all disciplines according to population group expressed as percentages:

Table 4
Comparison of LIS enrolment with all disciplines in 1988

POPULATION GROUP	LIS STUDENTS	ALL DISCIPLINES
White	59,6%	58,7%
Coloured	8,2%	6,9%
Indian	10,2%	7,5%
Blacks	21,9%	26,6%

The figures in all of these tables reveal an untenable situation, reflecting "unequal access to university study as well as the inadequate school system"[13]. Until the inadequacies in the school system have been corrected, universities will have to make special efforts to facilitate entry to the university for as many black students with potential as possible[14]. Apart from issues of equity and justice, it is clear that for pragmatic reasons this situation will have to change; the white population cannot continue to meet the skilled personpower needs of the country. One expert estimates that by the year 2 000, South Africa will need 200 000 managers of whom the white community can supply at best 40 000[15]. The top 1 500 positions in the civil service will have to be scrutinised "in order to show the face of the new South Africa" according to the ANC's Director of Manpower, Mzwai Peliso. He argued that the civil service (which includes significant numbers of librarians) should be transformed to make it more responsive to the new order and stressed the importance of training to accompany such affirmative action policies[16].

Linked to the drive to extend tertiary education to blacks, is the increasingly voiced demand for relevance and a shift in emphasis from a Euro-centric world view to one that recoqnises and affirms the environment of the university as a South African and African institution alert to regional issues and problems and one able to accommodate the real needs of a heterogeneous student intake and adapt curricula to reflect the needs of Africa, the nation and the community.

3.2. National review of departments of librarianship

The last number of years have been very difficult for universities because of growth in student numbers, shrinking resources and government subsidy cuts. In 1988 the Academic Planning Committee (APC) of the Committee of University Principals (CUP) was charged the task of investigating ways in which the university system could be rationalised to make it as cost-effective as possible[17]. Librarianship was chosen as one of two pilot studies. In the *Final report on the review of librarianship* released in 1990, the Committee suggested a multitiered educational structure with clearer boundaries to target the differentiated personpower needs which they identified as follows: a major need for staff for community and school libraries; a stable (but levelled off) demand for professional librarians of the type likely to work in the public sector and university libraries and a major need for professional information scientists[18]. The rationalisation strategies include the closure of two departments, the limitation of the scope of the programmes of five others (with one of these to be reviewed again at the end of 1992) and the retention of the full range of professional programmes including higher degress in four departments. This figure is to be compared with the situation in 1987, when 13 residential universities were offering the full range of courses, and 11 in 1989[19]. Of these. three departments have started to strengthen the information science and technology components with a view to developing in the direction of information management, and one is continuing to respond to regional demands for school and "fundamental" librarianship.

3.3. Alternative or parallel services

An important development in the library and information environment in South Africa has been the emergence of privately funded "community resource centres" (CRCs) outside the established services. Libraries were perceived, in terms of the popular struggle, to be perpetuating the socio-political order in the interests of the ruling class minority, and CRCs can be seen as interventions in the political and educational crises and also as cultural strategies against cultural domination. Two brief examples will illustrate the differences between traditional libraries and these resource centres. I have chosen the first example, the resource centres of The Congress of South African Writers (COSAW), because of the parallels with public libraries and the second example, the South African History Archive (SAHA), because it can be classified in standard library typology as a "special library" operating in a highly computerised environment heavily reliant on their own in-house data bases and handling non-traditional material.

COSAW, established in 1987 to encourage writing in South Africa, has pledged itself to the establishment of a non-racial, united and democratic country. One of its aims is to establish "people's libraries" which strive to ensure that the production and dissemination of literature, written and oral, reflects the cultural heritage of all the people of South Africa[20]. Their aim is to establish and encourage a reading culture in a *resource* centre: a place not just for borrowing books, but a place where things happen, where activity is visible, where discussions take place, where readings are organised around themes such as prison or banned literature, where workshops and training sessions are held (involving writers such as Nadine Gordimer) and where a committee of members participate in decisions about selection of material and the shape of the programmes etc[21].

SAHA is an archive and documentation centre collecting written documentation, visual media and oral histories of organisations and individuals involved in the broad anti-apartheid struggle. It was set up to correct the neglect of traditional libraries that bypass "grey" or ephemeral literature (pamphlets, leaflets, minutes of meetings, policy documents, position papers, publications, posters, stickers, press statements, constitutions etc.) which reflect the thinking and strategies of groups at grass-roots level[22]. It has a policy of making contact and developing relationships with organisations across the political spectrum with the aim of collecting the material which is "history in the making" and making it available in resource packs for interested groups, e.g. around issues as rent boycotts, or AIDS education.

4. HOW CAN LIBRARY SCHOOLS RESPOND?

What are the options for library schools? The above analysis suggests that the restructuring demanded by a shift from an overdependence on Anglo-American models has not taken place on any significant scale and has been eclipsed by the competing view that a more sophisticated and intensive information science and technology component will allow library schools to penetrate the desirable but ill-defined information management market.

My view is that the modern commercial, scientific and industrial sector cannot be neglected, but that the major effort ought to be spent in educating and training library and information workers who can play a role in meeting the powerful and legitimate demands for education and pay attention to the developmental role of libraries which has been neglected. In order to illustrate the magnitude of the problem, I shall refer to the Pretoria-Witwatersrand-Vereeniging (PWV) area, a densely populated area, covering 2% of the surface area of South Africa, but Housing 28% of South Africa's population, made up as follows: 24% whites, 6% coloureds, 60% blacks[23]. The Provincial Library Service responsible for library services in the Transvaal, has estimated that in order to achieve parity between the underdeveloped areas and the developed areas within twenty years, the following additional service points will be needed (currently there are a total of 68 service points):

Germiston	Pretoria	Johannesburg	Vaal	Total	No.p.a.
186	233	597	180	1196	60

The challenge for the library and information profession does not relate only to the difficulties suggested by the establishment and staffing of libraries on such a massive scale, but also a serious consideration of what kinds of services will be needed to meet the economic and cultural needs of the mass of people who have been disempowered, and what sorts of skills librarians will need to engage in the process of transformation and reconstruction. I would suggest that library schools can learn a lot from the developmental thrust of resource centres — indeed, in the future they will no longer be marginal to the central enterprise of provision of information services.

Because of the rapid growth and increasing scale of operation of resource centres which employ many workers with no formal training in skills, the universities should seriously consider the transfer of useful skills by means other than the formal degree and diploma courses available. A regional initiative in this direction has recently been taken by the Community Resource Training Project, a privately funded programme, which has links with the library school at Natal University.

Turning to the formal programmes that might be offered, I shall suggest a few areas that I believe will be critical in the repertoire of future librarians: integration of the educational and information functions of practice; the design of user education programmes and promotion of reading for people unfamiliar with a library culture but with a thirst for learning; an understanding of the idea that progress can only be made with the participation and consent of the communities for whom the service is being established; greater outreach and involvement with communities; the ability to be self-reliant but also to work closely with user committees; more emphasis on communication skills; an appreciation of the role of the library in promoting a culture of common symbols and shared experience; sensitivity to the notion of accountability. And computer skills.

Library schools are faced, then, with the difficulty of reconciling the information needs of the business, technical and industrial environment important for an economy that needs to grow, and also the developmental requirements of communities that need to be empowered. While the details of such a curriculum remain obscure, the following direct quotation from a student in my Postgraduate Diploma class captures for me the challenges faced by the LIS profession, the designers of LIS curricula, and the difficulties of a new generation of students, both in LIS and in other disciplines:

> Up to Std 10, I never used a library; I did not even know how to use it. The only thing I knew was that it is for keeping books. There was neither a library in my school nor in my area. What I only considered to be important was the value of a book such that I thought when I finish my studies I would take my books to the library to be kept safe.

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The Continuous Education System at the Training Centre of the V.I.Lenin State Library (GBL)

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The post graduate continuous education is a sphere of spiritual production whose the product consists in increasing the active abilities of a specialist, his abilities to competently and responsibly fulfil his professional and social functions; to produce new ideas, technologies, and decisions; to raise the general culture.

For over 60 years the education and training of personnel is the most important sphere of the IFLA activities. The Section on education and training of personnel makes important contributions in the IFLA annual conferences. We know much, and it arouses a wish to develop collaboration with the foreign colleagues in the frames of these conferences and on the pages of the professional publications with a view of establishing an international dialogue.

The continuous post graduate education is one of the GBL working directions. The main tasks of this direction are the following:

1. Liquidation of the specialist's unpreparedness to perform his functions.
2. Levelling of the professional and qualificational structure of the Library.
3. Preparing of the management staff reserve.

The functional unpreparedness of the library specialists is caused by a number of reasons. First of all it is the transition of the GBL to new technologies. The political and socio-economic situation formed in our society also gives rise to the functional illiteracy. The store of knowledge and experience of the specialists and managers turns out to be inadequate to the new realities of the society life. Many specialists would have to learn a new or to acquire a new profession. The transition of the Republics to their national languages for business intercourse, the transition of some Republics from the Slavic to the Latin or Arabic script, as well as the transition of the V.I.Lenin Library to the new economic conditions give rise to the functional illiteracy of the GBL specialists already now.

In order to solve successfully the problems of training the Library personnel in correspondance with the new requirements made to the specialists now it is necessary to have clear ideas about the level and professional qualifications of the specialist. Unfortunately the GBL faces contradictions between the demands to the specialist's working place and the business and personal qualities of this specialist.

The presence of professional tasks in the functionary instructions as well as the specialist's activity on to the training. For the successful practical activity of a non-library specialist his system of functioning includes social, psychological, economic, aesthetic, organizational and other factors. The change of the labour character of these specialists objectively stipulate the change of demands to their professional qualification. Taking into consideration the work character of these specialists and the Library requirements to them the post graduate training is trying to improve their qualification. The demands to the working place, the functionary instructions make the basis for compiling the personnel training system.

The V.I. Lenin Library as the largest research library in the country fulfils its functions through a rather large working staff. 2187 persons work at the GBL at the present time — in various library and reseach departments. Among them 910 persons have higher non-library education, 679 — higher library education, 134 — secondary special education. 62% of the total staff are 4 under 40 years old. 54% are specialists with over 10 years of library work experience. 3 Doctors of sciences and 150 candidates (masters) of sciences work at the Library. Thus the Library has rather educated specialists in its staff contingent. For the last 5 years 700 specialists and managers of the Library are covered by annual training system.

The country has a wide system of continuous post graduate education that includes *the state* educational institutions (IPK, FPK, courses, training centres, etc ...), the industrial *production* institutions (production-economic seminars, universities, schools, etc ...), the *social* general educational structure (the "Znanie" Society, VOIR, and others), *self-accounting*, *cooperative* institutions, associations.

The USSR Ministry of Culture created a system of special training institutions for raising qualifications of the cultural workers. This system includes both state institutes and the courses of raising qualifications of the cultural workers at the USSR Ministry of Culture and the Union Republican Ministries of Culture as well as various courses organized by the large universal libraries. Yet the institutes cannot provide for raising qualifications of all specialists engaged at the library work. So a considerable number of the library workers raise their qualifications at the courses organised rigth at the libraries.

At the present time the GBL has a system of the post graduate continuous education that envisages a long-time primary training at least once in five years, training at educational institutions (departments) as well as a short-time training whenever necessary but at least once a year.

There are the following main types of training the library personnel:

— systematical self-education of the worker according to an individual curriculum;

— participation in the permanent working seminars at the work place or at other institutions and organizations;

— short-time training at the work place or at the educational institutions of the qualification raising system;

— long-time training at the educational institutions (courses of the staff qualification raising system;

— probation work at libraries, research organizations, educational institutions, and also abroad.

At seminars at their work place the specialists study as a rule without discontinuing work. The curriculum of such seminars consists of 20 training hours. The curricula reflect concrete modern or perspective needs and tasks of the departments. They are very effective because they allow to teach many specialists (whereas the departments can send at the outside expensive courses as a rule just several persons). Those interlibrary seminars and courses as a rule are organized durin the workinghours — so the specialists study there more willingly than at the outside Library courses.

Yet the main advantage of the interlibrary seminars and courses is in their direction at the concrete tasks and conditions of the particular department or service; and this is also a serious shortcoming as they shorten the listeners' interests and deprive them of the possibility to get acquainted with the new ideas and projects developed at other libraries or the related fields of knowledge. Now the Library uses to invite more specialists from other institutions.

The GBL solves the personnel problem not only by a mere employment of new workers of the required speciality and qualification. The problem is being solved through training the new workers. Raising of the knowledge and skills of the specialist to the required level is envisaged at the compulsory wide programme of the training courses directly at the work place in accordance with the needs of the department and the Library.

The GBL pays great attention in the specialists' qualification raising to the personal initiative and development of self-education (reading of special literature). All Library departments acquire the special periodical literature that plays the role of a stimulus in the post graduate education process.

One of the directions of the GBL specialists' post graduate education system consists in training the Library new specialists with higher nonlibrarian education at the Hihger Library Courses (HLC). For the subject specialists who use their basic higher education in their work the HLC are a form of raising qualification. At the courses they receive additional knowledge in the field of librarianship and bibliography. For those who came to the Library to change their speciality the HLC serve as a kind of retraining as the workers factually receive the new speciality of a librarian bibliographer.

Among the GBL training courses a special place belong to the foreign languages courses. The Library has a whole net of such courses:

— two-years courses;

— sreaking language courses (from 60 to 120 academic hours);

— training courses for the foreign language certification (six months).

This year the specialists study English, German, French, Italian, Spanish, Korean, Arabic, Swedish, Polish.

About 200 people study at these courses annually.

For the practical use of foreign languages the Library worker get an increase to their wage in the sum of 10% (for 1 language) and 15% (for two languages).

At the present time the GBL workers pay special interest to the humanitarian subjects (nonlibrary). Especially it attracts the specialists of age and with the service advancement. When they become managers they began feeling a lack and necessity in humanitarian fields for expanding their general outlook and developing the habits of contacting with people. And such training should be done through the post graduate education system. We consider that the circle of subjects should include history, philosophy, literature, economics and other. Thanks to such approach the manager's activities at the National Library becomes more intellegent, his competence increases, he is more capable to consider opposite points of view.

A great place in the GBL specialists education belong to the non-librarian forms, i. e. various institutes, training courses in various fields. Since 1989 the Library annually sends about 100 workers to study at the All-Union Institute of Raising Qualification of the Workers of Culture of the USSR Ministry of Culture. In connection with the GBL transition to the new economic conditions the specialists and administrators need knowledge in the field of economics and management. Some of them already studied at the Higher Economics Courses of the USSR Gosplan, at the IFK of the Academy of Foreign Trade and others.

The system of the continuous post graduate education embraces all categories of the Library specialists:

— managerial staff (institutes, qualification raising courses, foreign languages courses at the GBL);

— Library specialists (IPK, seminars at the work place, foreign languages courses at the GBL);

— managerial staff reserve (VIPKRK, seminars at the GBL);

— new workers with non-librarian higher education (Higher Library Courses, seminars at the work place).

In 1990 649 Library specialists or 25% of the total staff passed through the training system, including: the institutes of raising qualification — 100 people (4%), the courses of raising qualification outside the Library — 69 people (3%), the seminars at the Library departments — 200 people (8%), the Higher Library Courses — 30 people (1%), the foreign languages courses at the GBL — 250 people (9,6%).

Practically each 4-th manager and specialist were covered with some kind of training. The most popular were production and economic seminars at the department that are the most available forms of studying without discontinuing work.

When analysing the training duration of the students it is necessary to point out that the programmes of 100 hours and longer at the Institutes of qualification raising (IPK) attracted only 4%. The prevailing are the programmes of less than 100 hours duration and without discontinuing work.

The sum allocated by the GBL for the specialists' qualification raising in 1990 was 36,6 thousand roubles out of the total 125 millions roubles. It means 14 roubles per one worker a year.

Unfortunately because of the lack of finance allocations not all specialists can study or train anew at the institutes (courses) of qualification raising as the cost of training of one student amounts to nearly 500 roubles.

The problems of the Library specialists and managers education should not be examined without considering the problem of introducing of new technical equipment into the library practice, and first of all, of the radical qualitative reconstruction of its own technological basis. So, the plane of qualification raising and the GBL staff training are a part of ins reconstruciton. Training of the computer use is done in various directions: with the help of the library own workers-teachers as well as through the state special educational institutions and courses, self-accounting and cooperative institutions.

The V.I.Lenin Library of the USSR reconstruction and introduction of automated devices into the library and bibliographic processes will release a considerable number of specialists in connection with the Library structural changes and the changes of technological processes. The role of the training system will considerably increase in the part of professional orientation and training anew of the Library workers for the released, newly created, and perspective working places. There might appear a certain need in organizing adaption cycles in connection with the specialists moving to another working places.

One of the tasks of the post graduate continuous education system consists in mastering by the Library workers and first of all by the managers and specialists of the foundations of the market economy. The basis of the courses may include such sections and topics as the structure of the market economy and the general principles of the transition period, the social guarantee of the workers in the conditions of the market relations, finance in the market conditions, the problems of the price formation reconstruction and other.

Besides the general economic training the post graduate education system should raise the specialists' professional mastership on the bases of the latest scientific achievements and their practical realization in the concrete applied developments, tecnologies, and other decisions aimed at the "techological rush".

The V.I.Lenin State Library of the USSR as the country's National Library opens wide its doors for training the specialists of other research libraries of Moscow. Thus, for example, during the over forty years of the Higher Library Courses work they were graduated by 500 workers from other library and bibliographical institutions of Moscow.

The specialists of the V.I.Lenin Library study at the post graduate education system free of charge. Other libraries pay for the training. The Library introduced this rule quite recently. It will permit to raise the teacher's salary which is unfortunately very small and it is a reason of considerable leaving of the teaching staff to the self-accounting and cooperative educational agencies.

The whole complex of work in providing the educational process in the post graduate education system of the GBL personnel is performed by the Division on Organization and Methodology of Studying and Qualification Raising of the GBL Library Personnel. This system should develop in various directions — psychological, pedagogical, scientific, methodological, personnel, organizational, financial, economical as well as the aspects of informational and material-technological provision. Some of these providing sub-systems must be created anew at the Library, and some just need improvement.

The post graduate continuous education system of the GBL library personnel meet two principles:

— continuity in the way of ascending of the training content during the whole term of work of a specialist at the Library (starting from studying at the work place and to studying at the institutes (courses) of qualification raising outside the Library);

— interrelation of the specialists' training content and their work character.

Besides the studying links the system should include in our opinion one more important link — it is the training motivation. This motivation is necessary because studing in the post graduate period is mainly private and voluntary; and motivation may be achieved in several ways. This is the wage that takes into account the worker' achievements at the working place (and not the length of service, or just only the length of service), and raising the prestige of those workers who achieved good results (here the mass information media could be used).

In conclusion it is necessary to point out that to-day the V.I.Lenin Library of the USSR makes its transformation on the basis of the know-how towards development on the basis of data banks. In future the Library would develop, evidently, on the basis of its personnel knowledge. At the first phase of the GBL development the increase in position of the personnel was natural and was performed without any special demands to them. The GBL development on the basis of data banks require from the managers and specialists the skills of working with computers and other information processing devices. The next phase of development — on the basis of the personnel knowledge — would demand serious changes in education.

67-RTCPE-2-R-E

Organisation and Content of Postinstitutional Continuous Education of Instructors of Higher and Secondary Library Educationalal Establishments

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Over the past few decades the problem of continuous postinstitutional (additional) education, self-education and the rise of the skill of specialists assumes ever greater topicality. A number of reasons characterized by the global scale provide the objective basis for this trend.

Among them one should point out, first of all, the unprecedented and continuous acceleration of both the rates of the growth of the information amount and of its growing out of date. With the existent rates of the change of its volume and content not a single higher school, no matter how powerful its potential can be, can, in principle, claim that it is able to give a specialist such education which would not need further improvement already within the first years after graduation.

The chage of generations of technologies observed for the first time in the 20th century and more rapid than change of generations of specialists is a powerful factor causing a specialist's need to constantly renew and replenish his (her) knowledge. This change is demonstrated most graphically by computers which have traversed for a historically short period the path of development from a large and primitive calculator to the miniature but powerful means of enhancing man's intelligence and passed several stages of the change of generations in the technological respect, ensuring the revolutionary breakthrough of the traditional library technology to the high technology of the information industry. This truly enormous breakthrough destroys ever more radically the illusions of some educationalists of the system of higher and specialized secondary education that it is possible to impart to students such an amount of knowledge which would be enough for these specialists for their entire professional lives.

At last, the very idea about a specialist in the field of librarianship begins undergoing essential changes. While quite recently this idea was restricted to the notion "librarian", at present it is ever more frequently complemented by such new notions as an information worker, an information consultant, an information mediator a menager in the information field, etc. This factor also compels us to take a fresh look at the problem of the relation between colledge and postcollege education.

If taking into account our introductory part, continuous education becomes the main condition for the efficiency of the work of a library specialist, this refers to a much higher extent to professors and instructors of library higher and secondary schools whose life must now be regarded, despite some paradoxicality of the assertion, as a life of continuous education. That's why ever growing attention is paid in the Soviet Union to continuous postinstitutional education. This education is carried out in the form of additional instruction by some leading higher schools of this country, including the Moscow State Institute of Culture which occupies a prominent place in this respect.

The care for upgrading the skill of their colleagues is taken here already since the first years of the institute's existence and then is growing as one of the noticeable trends of its development. This sphere of the activity of the Moscow State Institute of Culture begins acquiring a definite completeness since 1979, since the moment of setting up a special structural section at the institute — the Faculty of Upgrading Instructors of Higher and Secondary Library Educational Institutions. This paper considers the main lines of the work of this faculty.

Let us at first characterize the faculty's students since their composition is one of the main factors predetermining the specific nature of the educational process, its content and form. Instructors of library science, bibliographic science, bibliology, informatics (four subjects) make up the leading categories of the faculty's students. However, actually we have to work with much greater number of categories of instructors. Upgrading is carried out in a very differentiated way. We take into account not only the place of work (a higher school or a secondary specialized school), but also the concrete educational discipline which is taught by an instructor at an educational establishment.

Therefore, at the initial stage we differentiate instructors according to their place of work. Instructors of higher schools and specialized secondary schools are taught separately. Already at this stage of the differentiation at least eight groups of students are formed. But the differentiation does not boil down to this because the content of the educational process in strictly fixed to the concrete educational discipline which is taught by the instructor.

Let us explain this by the example of librarianship instructors working at a higher school. All of them undergo instruction not indiscriminately, but in individual groups which include such groups as general librarianship, the history of libraries in the USSR and abroad, library stocks, library catalogues, readers' servicing, the organization, economics and management of libraries, and library technical facilities. All told, we have seven groups. Groups of students for other educational subjects are shaped on the same basis. As a result, not four categories of students, but more than 20 categories actually study at the faculty.

This quantity will grow considerably if we add many other categories of students — workers of higher and specialized secondary schools. They include deans of library faculties, chiefs of library departments, heads of Chairs, heads of educational departments, methodologists, and others. In addition, directors of higher school libraries (libraries of universities, teachers' colleges, technical colleges, institutes of culture and art, etc.) undergo upgrading at the faculty.

The average annual number of students of the faculty varies within 300. The number of our graduates over the past ten years amounted to about 3,000. Several hundreds of trainees who study on the individual basis, fulfilling personal plans of research and (or) methodology should be added to this number.

What are the main specific features of the contingent of students which are taken into account in arranging the educational process at the faculty? In the first place, a very high educational qualification of each of them should be stressed. Irrespective of the presence of academic degrees and titles, most students are at the level of Candidates of Science as far as their educational standard is concerned. Among students there are rather many Candidates and Doctors of Sciences, assistant professors and professors who have received the above degrees and titles officially. The number of specialities and specializations for which the retraining of specialists is carried out at the faculty is very diversified. At any rate it is not lower than a similar index of any higher school or university of a medium size. Finally, specialists from all Soviet republics are among students, although formally the faculty is within the structure of the college belonging to the Ministry of Culture of the Russian Federation.

The above-mentioned specific features of the contingent play a definite role in the process of taking decisions aimed at shaping the staff of the faculty's professors and instructors. One of the manifestations of this is that the faculty restrains in principle from hiring instructors as permanent staff members. This greatly differenttiates it from other related educational establishments. The educational process is ensured by teams of instructors. Each such team is shaped in strict conformity to the specific character of the students' group. This gives an enormous gain which consists in the fact that tuition is adapted not to instructors as it is done at institutions where they work as constant staff members. On the contrary, the mobile team of professors and instructors created each time anew is adapted beforehand to the tasks of retraining the concrete group of students. It should be added that it would be inadvantageous for the faculty to have staff instructors out of purely economic considerations too.

It is even more important that taking into account elite character of the professional standard of students the faculty lends great importance to the selection of those instructors who are universally recognized as leading scientists and specialists in this or that subject area. For each specific group of students (15 — 30 people) the faculty selects on a nationwide scale such instructors which are able to solve to a maximum extent the tasks stemming from the curriculum of its tuition. When there is no instructor of the adequate profile and skill in Moscow he (she) is invited at the faculty's expense for temporary work on an hour basis from other cities and republics of this country. If possible, foreign instructors are invited.

Today the faculty has over 300 professors and instructors. Staffers of the Moscow State Institute of Culture are widely represented at the faculty. The Moscow State Institute of Culture is well known as one of the leading centers of not only the training specialists in the field of culture, but also in the area of culturology, librarianship, bibliographical science and other branches of knowledge. At the same time, staff members of the leading cultural establishments, specialists in the field of librarianship, bibliography, bibliology, scientific information and many other branches of the activity from institutions situated in Moscow and outside it are also represented at the faculty. The overwhelming majority of instructors are Doctors of Science, Candidates of Science, professors and assistant professors. We also widely invite prominent scientists, cultural workers, artists, workers of the apparatus of state power, people's deputies, practical workers known to the whole country.

Thus, professors and instructors — practice and opinions of the student body-constantly convince us in this — correspond to the utmost degree to complex tasks which are to be solved in the process of upgrading each of specialized groups. Despite the short period of retraining (1 — 2 months), students receive such an essential volume of knowledge that it, as a rule, proves to be sufficient for effective work before the next training session (once during 3 — 5 years).

The above-mentioned specific features of the student body provide the basis for formulating the aims and tasks of upgrading, for determining the content, the form and methods of organizing the tuition process. Instructors of the super-high qualification enable the faculty to attain the set aims in compliance with the highest requirements of our time. The general goal of the retraining process is the same. This goal consists, firstly, in actualizing the basic knowledge of students and, secondly, giving them such new information which will be a must within the next 3 — 5 years.

However, this goal is reached with due account for the interest of each narrow category of specialists. For instance, in the process of retraining instructors of general librarianship the centre of gravity is shifted to the reinterpretation of initial fundamental theses of Soviet library theory and practice prompted by changes taking place in this country. The social role of the library, the principle of the adherence to the Party line, concepts of individual freedom, etc. are interpreted in the new light. Lectures on social and political problems delivered by prominent specialists in the field of social sciences contribute to such reinterpretation. The content of the instruction of specialists of other fields is built in the same way. Generalizing, it can be said that the entire retraining process is subjugated to the tasks of perestroika, but in each case these tasks are filled by new concrete content depending on the specialization of students.

A particular place in the content of the tuition process is given to problems of bringing information to society, to the automation and computerization of librarianship, bibliography and information, to technological re-equipment of libraries and related services, to the use of the latest advances in high technology of the information industry. In this connection let us mention only a few points.

It should be stressed that upgrading is inconceivable without mastering the ABC of computer technology. Colleges training librarians attach paramount importance to computerization. For these purposes all students, without any exception, are taught the fundamentals of computer technology, working a definite number of hours at librarians' workstations. This has become already a tradition at the faculty.

In its striving to give the students the latest knowledge about advanced samples of information technology the faculty radically takes non-standard decisions. For example, due to the absence of acceptable educational literature devoted to compact optical disks of the CD ROM type last year an educational colour talking film on the topic "Compact Optical Disks at the Information Service" was made for several months under the direct guidance of the faculty and, of course, with the financial support by the Moscow State Institute of Culture. This film is widely used in the educational process at the faculty and at the institute at large. Additional copies of the film will be made which will enable us to introduce in into other colleges. At present another educational film under the name "Modern Communication Means on the Information Service" is being shot under the guidance of the faculty. All the most important latest facilities of data transmission created all over the world for the use in world library practice will be presented in the film. Subsequently we hope to close with the help of educational films the technological chain — the creation of a document in the electronic form and with the aid of a computer, the copying of the document by an electronic (desk) publishing house, the transmission of its content by communication facilities. We hope that in the near future this chain will be put into practice by a single technological unit.

The technique of the educational process is characterized by specific forms. Along with traditional methods the deliverance of lectures on topical problems, analysis of concrete production situation business games, creative and ideological-theoretical discussions, round table conferences, meetings with eminent scientists, public figures, and politicians, practical training at the most advanced cultural establishments, etc. are used on an ever wider scale. Tests for input and output control of students' knowledge, which are worked out by the faculty, are introduced ever more extensively. The modern technique makes it possible to considerably increase the degree of the perception of large volumes of the most up-to-date information concentrated in the content of the tuition process by students.

To sum up, the system of postinstitutional (additional) education and upgrading the skill shaped at the faculty is characterized by such definitely pronounced features as topicality, good prospects, integrity, the comprehensive nature of the content and form of the educational process. The differentiation of the tuition process in compliance with the narrow specialization of students, the us of not only the newest information, but also of the advanced methodology of tuition, the integration of science and practice, the stimulation of the cognitive activity of students, the orientation on the development of the skills of continuous self-education, a systems approach, etc. The combinung of these qualities of the tuition process with the maximum conveniences of students' instruction and residence which ensure the linkage between fruitful audience and out-of-audience studies plus adequate recreation and the broadening of the general cultural background make it possible, as it follows from information coming through the channels of feedback, to achieve high results in the faculty's work.

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The Conceptual Library Researches: Problematics, Methodology, Aims (GBL Experience)

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The library profession has a pragmatic character. Hence the library science by its essence and origin is an applied science: born by the objective command of practice it serves to its perfection. Yet it does not mean that all library research work must have a practical character, i.e. give a concrete, practical, tangible result. As in all other applied sciences the library science needs fundamental studies, i.e. such studies the results of which cannot be directly used by the practice and are expressed in acquiring the total sum of the accumulated knowledge. These fundamental researches concern the system of the conceptual notions of librarianship and the main regularities of its development. Their results make the ideological foundation, methodology, philosophy of the library science. They serve the theoretical basis for the applied studies, without which the latter look like a house built on sand. Just the fundamental researches connect separate applies studies into the unified system of the scientific field.

One of the conceptual problems in the investigation of which the V.I. Lenin State Library (GBL) is mostly advanced is the problem of the National Library conception. These studies started as far as in the second half of the 70-es when on the GBL initiative and with the participation of the National Libraries of the Eastern Europe countries was performed the comparative analysis of the NL functions. Then in the first half of the 80-es the author performed an individual typological study of the NL as an independent type of libraries. And at last, last year a group of the GBL workers under the GBL deputy director N.P. Igumnova developed the conception of the further development of the GBL as the counry's National Library. All three studies are organically interconnected with each other: The results of the first study were taken into consideration in the second study, and the second study served the starting point for the third one. Such connection was stipulated by the community of the conceptual notion "NL" through revealing its typological functions, i.e. the functions inherent just and only to it as the particular type of libraries. The typological analysis was the main scientific method in all three studies.

The attantion to the NL conception as one of the basic library science notions is not casual. The objective necessity of the interlibrary cooperation and formation of the library systems is characteristic for the modern stage of librarianship. This circumstance stipulates the demand in working out the scientifically founded typization of libraries that could serve the basis for the optimum distribution of responsibilities between the cooperating libraries thus contributing to the most effective use of the resources of each of them. In this common task the determination of the NL typology seems to be the central question as the NL is the main library of the country possessing the largest resources and inevitably performing a rather significant influence onto the other libraries and onto the library service condition in the country as a whole.

The most works devoted to the NL (and their total number in the world now numders already many thousands) have an empiric character, i.e. they contain an evaluation of the practical situation in the NL of one or a limited number of countries. As distinct from those works the investigations conducted at the GBL (first of all we mean the second out of the three mentioned above) were performed with the help of the scientific methods of analysis. The main of them, as it was already mentioned, was typological and was added with a systematic approach, the comparative historical methodology, and the structural functional analysis.

I am going to describe briefly each of the mentioned methodologies. The typological analysis of the NL consisted in the comparative study of the NL functions in different countries with a view of finding out those functions that are inherent in the most of the NL, differ the NL from all other libraries and thus define them as an independent type of the library institution.

The use of the comparative historical method provided analysing the NL not in the statics, but in their movement, evolution in the historical process of formation and strengthening their functions. It permitted to define more clearly the prospects of their future development and the suggestions of the solutions of the problems and difficulties arising on this path.

The system approach meant analysing the NL as a system object all functions of which are interrelated and interdepended and which at the same time is an organic component of the systems of the higher class — the library and the information — of each concrete country and the international as a whole.

The structural functional method provided analysing the NL as something integral, broken up into separate elements-functions each having its unique meaning.

The array of the studied documents consisted of the NL report and other informational materials about theit activities: materials of the national, regional, and international conferences, symposia, and meetings devoted to the NL or discussed the problem connected with their activities; the works of the library scientists of different countries devoted to the NL.

What are the main conclusions of the said study?

Firstly, there was singled out the NL social purpose that was considered the main type-forming feature of any library. For the NL it is the state organization which means a system of signs including sudordination of all activities to the social and political interests of the state as a whole; the financial and administrative belonging to the state; the state scale of activities i.e. not limited by the geographical or departamental frames. Such social purpose is predetermined by the NL social origin; the appeared in the late XVIII-XIX cc. as a product of the national self-consciuosness forming under the aegis of the new capitalist states in answer to the society demand to consolidate the home culture achievements.

Hence there was drawn the conclusion that the NL is the main universal or specialized library of the state (or the federative state's subject) providing its requirements in the national and world documents.

Secondly, it was established that provision of these requirements is performed through fulfilling the certain functions that are typolofical fot the NL, namely:

— formation of the home document stock that is realized on the principle of exhaustive complete acquisition and permanent storage;

— formation of the foreign document stock realized on the principle of the maximum within the interests and possibilities of the state complete acquisition and storage;

— creation of the sources of the bibliographic information on the principle of the state by the territory and universal by the subjects and types of the included documents;

— providing services with documents and bibliographic information realized on the principles of the general availability of information with the memorial status of the NL stocks;

— management on the state scale by the realization of the main library functions through their centralization and coordination;

— development and introduction of the main methodological principles of the library activities;

— realization and organization on the state scale of the development of the scientific foundations of the librarianship;

— international library collaboration realized by the way of the operational and organizational provision of the national share of participation in all world library programmes.

Thirdly, there was worked out the periodization of the NL typological development included four periods: XIX c. — the traditional development period when its main task consisted in the stocks acquiring; the first half of XX c. — the transitional period characterized by the beginning of intensification of its social role; the third quarter of XX c. — the intensive development period when the central place in its activities occupied the questions of active service to readers and the leadership in the cause of forming and using the national library resources; the last quarter of XX c. — the period of integration of the work with the other libraries of the country and the start of participation in the library cooperation on the all-world basis.

It is obvious that the suggested periodization is conditional. The fact is that, firstly, the exact boundaries between the mentioned periods do not exist because the prerequisites for the development of the most characteristic features of each subsequent period are born and gradually develop within the preceding period. Secondly, the features characterizing every period appear in different NL under the influence of the differences in the social and economic conditions and they manifest themselves differently which is expressed in uneven development of some functions at some concrete NL.

On the example of the NL conceptual analysis it is clearly seen what role play such studies for the solution of the applied tasks. Thus on the basis of the worked out generalized theoretical type of the NL there were established the general principles of the practical building of the NL potimum model in the concrete conditions of different countries. These principles consist in a number of the compulsory requirements that must be met by each individual NL model in the identity of these models components.

Their essence consists in the following:

— The NL optimum model must present a system of its typological functions (the model components);

— The NL should be considered as a component of the library and information systems of the high class: the national and international.

— For each typological function there must be defined its main modern tasks folowing from the concrete conditions of each country;

— In order to choose the ways of solving each of these tasks there must be taken into account the four groups of the objective factors which determine: the peculiarities of the demands of the given country society in the library services; the current repertoir of the national documents; the general state of the library services in the country; the condition of the librarianship juridical basis in the country;

— all chosen solutions should be compatible and interrelated;

— all planned actions for realization of these decisions must rest upon the corresponding juridical basis.

As it was already mentioned these recommendations were used in working out the conception of the GBL further development and perfection of the general system of its activity management (my report at the meeting og the NL Section is devoted to this problem).

I hope that the above described experience of the conceptual research of the library typology could be used in regard to the libraries of other types, and first of all to the public libraries the functions of which suffer the most influence of time and the aims and tasks of which are especially actively discussed both in many countries and at the international level.

54-LIBHI-1-E

A Russian Librarian's View of European Libraries in 1859: V.I.Sobol'ščikov's Grand Tour

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Abstract

V.I.Sobol'ščikov, a librarian at the Imperial Public Library in St Petersburg and a trained architect, visited major libraries in Europe in 1859 in order to gather ideas for a planned new reading room. The paper summarises his *Survey of great libraries of Europe* (published 1860), which describes the principal libraries in Vienna, Prague, Dresden, Munich, Frankfurt, Paris, London, Oxford, Brussels and Berlin as they were at the time, with comments on their buildings, organisation and practices, and on the librarians he met. The report is valuable historical source that is not well-known outside Russia; it includes many anecdotes and references to details that may not otherwise be recorded.

Contemporary accounts of libraries by visitors provide important evidence for the library historian. Views by outsiders can often be refreshingly different from the picture given by internal reports. When the visitor is a foreigner, and can give comparisons between libraries of different countries, the account given is often even more interesting. It is surprising, therefore, that library historians outside Russia have neglected V.I.Sobol'ščikov's *Survey of the great libraries of Europe in early 1859.*

Vasilij Ivanovič Sobol'ščikov was born in 1808 in Vitebsk (though his autobiography and his tombstone give the date as 1813!) and died in 1872. In 1834 he joined the staff of the Imperial Public Library in St Petersburg (now the Saltykov-Ščedrin State Public Library in Leningrad). Sobol'ščikov was fluent in many languages, and also trained as an architect in his spare time; but he was also a throughly professional librarian who in 1859 published among other books one of the first Russian manuals in the field of librarianship, on the formation and cataloguing of public libraries.

In 1858 Baron Korf, the chief librarian of the Imperial Public Library, asked Sobol'ščikov to undertake a tour of the principal libraries in Europe, with the particular purpose of studying their architecture, to help the planning of the new reading room which Tsar Alexander II was eager to see built. The published account of the libraries he visited is fascinating reading today, especially when supplemented by his correspondence with his friend V.V.Stasov (which is preserved in the Institute of Russian Literature (Pushkin House) in Moscow). An anonymous English librarian later mocked him for the high speed of his tour (nineteen libraries in five countries in less than three months) and some of the impressions he gained may have been superficial; but there is a liveliness and a vividness about many his descriptions of libraries and librarians that makes him a valuable witness.

This paper given an outline of his tour, drawn from the original Russian report of 1860, from the controversy between Sobol'ščikov and his English critic published in 1861-64, and from the biography by O.D.Golubeva (1983). Only two publications have dealt with Sobol'ščikov's tour in languages other than Russian in recent years. A full translation of the *Survey* into English is desirable and I hope to be able to undertake this, to make a unique source more widely available.

Vienna

After leaving St Petersburg on 26 January 1859, Sobol'ščikov travelled first to Vienna. The architecture of the Hofbibliothek (today the Austrian National Library) impressed him as soon as he entered from the 'spacious and deserted' square outside. Fischer von Erlach's baroque conception was appreciated by Sobol'ščikov, who wrote of the 'great fantasy and taste' displayed by the artist. He was not concerned solely with artistic appreciation, however: the description immediately goes on to the arrangement of books on the shelves and their accessibility through the catalogues. A few books caught his attention, but he was more concerned about the physical features of the library — how it was heated, how much it was used (very little by the general public, he reported, but that was not surprising when there were several other lending libraries in Vienna and the Hofbibliothek was only open four hours a day). His guide was Miklosic, whose enthusiasm for Slavonic manuscripts attracted Sobol'ščikov, but there was only one Russian manuscript to be seen.

Two other libraries in Vienna were also on his route: the Academy of Sciences, which was "in a chaotic state" owing to renovations and "not worth commenting on", and the library of the Statistical Section of the Foreign Ministry, where he remarked on the "current awareness" service offered by the librarian Constantin von Wurzbach-Tannenberg.

Prague

Moving from the Vienna to Prague, Sobol'ščikov felt himself back in a Slav country: "Even if it does not actually *smell* Russian, you could say that Prague breathes Russia". He was escorted by Václav Hanka, the first librarian of the Czech Museum (now the National Museum Library) and a notable Czech patriot: according to Sobol'ščikov, he not only insisted on lecturing in Czech when German was official language of instruction but replied to official letters only in Czech. There is little description of the Museum Library in Sobol'ščikov's report, except for a comment that the books were arranged in the same way as in Vienna and that the few exhibition cases for incunabula and manuscripts were overcrowded.

Sobol'ščikov also visited the Public or University Library in Prague (now the National and University Library); some of its buildings "still revealed the luxuriousness of the Jesuit Order for whom it had been built" — another Baroque library, in fact, and a touch of envy crept into Sobol'ščikov's description of its paintings, sculptures and gilded mirrors. As usual, however, he quickly moved on to professional matters: how the library was organised (with one "national" division and a series of separate collections presented to the University), what catalogues were like, how it was heated — a recurrent theme, obviously important for planning a library in Russia — and how it was administrered. "There is no kind of order about it: everyone sits alongside the librarians and books are given out without any formality; the only security guard is a hundred-year-old veteran who sits on a bench in sight of the readers — but who knows whether he sees anything?" Not much of a recommendation for šafarik, the famous Slavist and librarian in charge!

Dresden

In Dresden Sobol'ščikov found a complete contrast to Prague's "patriarchal" library in the Royal Library (now the Saxon State Library), open to the public since 1788. In 1859 it was housed in the Japanese Palace (destroyed in 1945), which Sobol'ščikov found delightful. The library itself, however, was less satisfactory: the grand staircase was in a state of extreme slovenliness, and the classified arrangement of books on the shelves puzzled him greatly. Why should Pallas's *Flora Russica* appear under Russian history, when his other works were shelved under Science? Why were there two copies of many books, in quite different sections? He described the cataloguing process in some detail, using as an example a book on cattlebreeding in England which is likely to end up between the historians Lingard and Macaulay. (His anonymous "English critic" later took him to task for not recognising the logical principal involved in Francke's 1750 scheme for the classification of knowledge — not at all the same thing as shelf arrangement, retorted Sobol'ščikov.) He does seem to have approved of the practice of lending books, since the figure of 15,000 loans a year is quoted.

Dresden had more to show than libraries however: the art gallery with its superb collections received more attention in Sobol'ščikov's report than many of the libraries he visited — partly because of its heating system, but also on account of the paintings, the engravings, and the comprehensive library it contained.

Munich

The Bavarian Royal Library in Munich was one of the those which made a great impression on Sobol'ščikov (though not a wholly favourable one). Admittedly, the vast façade in Italian Renaissance style, with its rows of small windows, did not give the impression of a library but rather of "some educational establishment", but the use of stone for the decoration contrasted very favourably with the vulnerable plaster and stucco of St Petersburg — "and in Germany they hardly know what frost is!" Inside, the plainness of the library was striking; only the grand staircase and the *Prinzensaal* were at all luxurious and the latter seemed to have no function. As an instructive example of poor library planning Sobol'ščikov recommended any young architect to study the Munich library — and he provided a plan to assist in this. There were three storeys: the ground floor was given over to archives ("nothing to do with the library"), and the top floor was accessible only by narrow stairs, far too small to admit large furniture, which had to go in through the window. The stacks were a serious fire risk, with wooden shelves, wooden rafters, wooden staircases hidden behind the shelves and far from the main stone staircase to the ground floor. At least there was a strong-room for rare books, which also housed the "miserly" exhibition, not at all reflecting the richness of the library's collections.

The shortcomings of the building, however, were made up for to some extent by the library's organisation. It was open to the public, it lent books so that its rather restricted opening hours were not a disadvantage, and the book-delivery service worked very efficiently. (Clearly the simple procedures were in contrast to those in St Petersburg). The periodicals reading room, with over a hundred scolarly journals besides all the papers from Bavaria, made a special impression on Sobol'ščikov: no supervision, free access to readers — but only for professors and academicians, he noted with relief. The guard-book catalogues had been replaced by card catalogues for new acquisitions since 1840: this was a trend he had observed also in Vienna and Prague, and he devoted to some space to describing its method of compilaton. The classification, however, perplexed him greatly, and he found it hard to understand why Schrettinger's original simple principles of arrangement — which he had adopted in St Petersburg — had been overlaid by complexities which prevented any sensible subject access.

Frankfurt am Main

Although he found much of interest in Munich, Sobol'ščikov clearly did not have a high opinion of the Royal Library's current management or of its design. His next stop, Frankfurt am Main, was in some ways more satisfying. He visited the City Library (now the Stadt- und Universitätsbibliothek), which he found small but in excellent order, well catalogued and with a decent exhibition. He was shown round by the chief librarian, the historian Johann Friedrich Böhmer: "a decrepit old man, dissatisfied with his building — and with everything else on earth too". Böhmer began by saying the library was crowded and dark — but Sobol'ščikov found it to be quite the opposite. Then while Sobol'ščikov was inspecting the reading room, Böhmer had looked up the Imperial Public Library in Edward Edwards's *Memoirs of libraries* (1859), which had just been received, and had mocked the small scale of that library; fortunately Sobol'ščikov was able to persuade him that Edwards had used a very out-of-date plan, and that the present state was much more satisfactory. (In a letter to Stasov he also commented favourably on the bookshops in Frankfurt, where he had been glad to find the London editions of Herzen's works — not of course readily available in Russia at that time).

Paris

Sobol'ščikov now left Germany for France, though he was to return to Russia via Berlin a few weeks later. Paris provided a feast of libraries, treated very fully in his report.

At the Bibliothèque Impériale (now the Bibliothèque Nationale) Sobol'ščikov was immediately greeted by the chief librarian Taschereau, who had read the French version of his book on the construction of libraries (indeed, he had kept the book to himself and not shown it to any of his colleagues). He was dismayed to read the notice at the entrance to the reading room, which forbade the issue of any book of recent date, or by a living author, or a novel originally issued in parts, or any illustrated book or textbook — and only by special dispensation could anyone under the age of 20 be admitted. The system for delivering books to readers clearly fascinated Sobol'ščikov: he described in detail how he had asked for various books in Polish, and what actually reached him from the complexities of the stacks and catalogues.

Somehow he never examined the catalogues himself: whenever he asked, the guide explained that it was not convenient. "They say there *are* catalogues, but I never saw them", he wrote — but he was aware that they were nothing for the library to be proud of. The financial management of the library — both the arrangements for paying staff and system for ordering, accessioning and playing for books — was however something worth noting, and his report included full details of what done with each slip at what stage of the process.

Ordinary visitors were admitted twice a week, but were not given guided instructional tours by senior librarians, as at St Petersburg, just left to wander round under the scrutiny of veterans in three-cornered hats in each room: but he saw no visitors while he was there. "Is it always like that? I don't know." Readers, on the other hand, were quite numerous: he observed 20 people all using manuscripts in one room.

Heating once more interested him: the reading room, he had been told, was so well heated that in cold weather it was impossible to find a seat, so attractive was it to Parisians. This was not the present reading room of the Bibliothèque Nationale: that was built a few years later by the great architect Henri Labrouste, but the designs were already far enough advanced for Sobol'ščikov to discuss them in detail with Labrouste and include a copy of Labrouste's plan in his report. The deacription he gave, notably of the great cast-iron pillars and arches, is close to what is there today.

Labrouste had already built the Bibliothèque Saint-Geneviève in the university quarter. This splendid building, very heavily used by students, made a great impression on Sobol'ščikov: he wrote of "its orderliness, its activity, its very construction and its readers, everything so fresh and young and full of life".

He visited it twice: once in the evening to see the gas-lighting, when he found all 400 seats occupied, something he had never yet seen. What surprised him even more was to find not only a senior librarian on duty at the catalogues, but half a dozen junior librarians present to help readers. Everything was in excellent order; the division of subjects was logical and there was a well-placed collection of textbooks, as at Dresden and Munich.

Among the features of special interest at the Bibliothèque Sainte-Geneviève were the catalogues: an alphabetical catalogue in book form, and a notable card catalogue. First all the cards were the same size (!) and secondly each had a round hole at the bottom to allow a locking rod to secure the cards in the drawer... familiar today, but a novelty to Sobol'ščikov, who thought it an ingenious apparatus but hardly convenient. He also talked to the chief librarian Pinson about new technology: Pinson was experimenting with photographing titlepages instead of transcribing them into the catalogue. This plan had been worked out in detail, even to the cost of 3 to 4 sous per print if not less than ten photographs were made of the same title; but it was surely ahead of its time. (I have found no other reference to this remarkable proposal.)

Other libraries in Paris received less attention in Sobol'ščikov's report: he visited the Bibliothèque de l'Institut with the Mazarin Library attached; the lack of an inventory of the latter had enable Count Libri, "the well-known book-thief", to make off with valuable material. In the Bibliothèque de l'Arsénal he admired the rich collections and the historic building, but he inserted into his report one of the anecdotes that make it such a pleasure to read. He was being shown round by a loquacious *garçon*, and found on the shelves in the Theology section a copy of Froissart's *Chronicles*. "I suppose you consider this a *heavenly* book", said Sobol'ščikov, to which the *garçon* replied simply "Pardon, msieu, c'est à cause des réparations de l'année passée". Not much more success came of his search for Slavonic manuscripts: he was shown one which the librarians swore was Slavonic because Mickiewicz and Père Martynoff had said so — but it transpired that they had not examined it, nor seen the only Cyrillic characters Sobol'ščikov could find in it (possibly in Rumanian, he thought); and when he suggested sending a photograph of these characters to the world expert in Vienna he was simply asked "Who is this man Miklosic?" He was not impressed.

In the library of the Louvre he saw some fine art books and lamented the inability of architects to plan libraries properly; and finally he saw and appreciated the efficiency of the library of the Assemblée Nationale: this had a good catalogue but it was hardly ever used, since the deputies only wanted the latest books on the science of government and the librarians knew exactly where to find them.

London

"The wonder of the learned world" was next on Sobol'ščikov's itinerary: the Round Reading Room of the British Museum, opened only two years before and "utterly novel" to his eyes despite the descriptions he had read of it. Far more space is devoted to the British Museum than to any other library in the report, much of it dealing with the Reading Room. He wrote to Stasov: "When I entered I was dumbfounded — I thought a reading room for three hundred readers would be bound to appear crowded: I thought lighting it from above would certainly make it dark. Neither was the case — and if it were not for our snow I should be ready to use this system of illumination in Russia." In his report he was a little more critical, for example noting the "constant hum" generated by such large numbers of readers, the relatively poor ventilation and the lack of adequate light for elderly scholars to read by. But none of these minor inconveniences kept the readers away: all the seats were always full.

The vast dome, and indeed the whole building, filled him with interest and admiration. His report contains detailed accounts and illustrations not only of the layout but also of the unique Iron Stack with its adjustable shelves, and of the specially- designed reading desk with book-stands, pen and ink, and heated foot-rests. The flooring and the heating system interested him, of course, and so did the clever system of doors, marked "in" and "out" to reduce the danger of collections — presumably a problem in St Petersburg!

The library's administration also received full treatment, with favourable comment on the large open-access collection in the Reading Room. The alphabetical catalogue on slips was less well thought of, and he could not approve of the "Expansive" system of classification or book-placing, which seemed wasteful of space and "un-English" in its unpractical nature. (Through an unfortunate misprint it was described as the "expensive" system, a error which did not go unnoticed at the Museum.)

When Sobol'ščikov arrived he hoped to meet Panizzi, but he was busy with Italian refugees and only saw him briefly at a later stage. He was however warmly welcomed by John Winter Jones, the Keeper of Printed Books, and his principal assistant Thomas Watts, who "showed me this wonderful library in all its detail with that special courtesy and obligingness which is singularly characteristic of English gentlemen". Watts was one of the Museum's Russian specialists, as well as the designer of the "Expansive" classification, and Sobol'ščikov appreciated his ability and knowledge.

It is however not clear that this regard was mutual. Someone with a good knowledge of Russian and of the British Museum reviewed Sobol'ščikov's report in *The Athenaeum* in 1861, very critically and condescendingly but anonymously. Sobol'ščikov, wrote the reviewer, was unfamiliar with library practices and so made many errors, and his visits were much too brief for proper assessment of the libraries he was reporting on. The report was "an amusing rather than an instructive book" and failed to comment on the Museum's rich Russian collections. Sobol'ščikov was hurt by this "diatribe against my person". He wrote a reply in English — "I demanded justice, which, as I thought, could not be refused me in free England". *The Athenaeum* did not publish his reply; so he had it printed privately as a pamphlet and circulated it throughout Europe in 1864. Who was his attacker? Earlier investigations led me to suspect W.R.S.Ralston, one of the Museum's staff, an expert in Russian and a friend of Turgenev — and a very touchy character; but the marked file of *The Athenaeum* seems to show Watts as the author of the review. If he was, Sobol'ščikov's kind remarks went for nothing.

That episode came later. In 1859 the British Museum was for any librarian or architect the most important building in the world, and it is not surprising that Sobol'ščikov devoted so much space to it. The rest of his time in England was less productive. The only other library in London which he reported on was the London Library, the subscription library founded in 1841 (described as "quasi-public"), and a visit to Oxford "presented nothing of interest for the purpose of my travels", for though he visited the Bodleian Library and at least one other library (The Queen's College), all the buildings and all the arrangements were centuries old and quite unsuited for any purpose but a university library.

Brussels

From England Sobol'ščikov set out on his way back to Russia. "Belgium is not very far from England", he noted, and he stopped in Brussels to see the "public library" (now the Bibliothèque Royale Albert Ier). For once he said little about the building or collections, and only a little about the catalogues, though he noted that publication of the "indispensable" accessions list had been stopped after 18 years for financial reasons. The reading room was not large and there were few readers, because books were lent out. To his surprise the librarian was unhappy about this — not because books were lost but because readers damaged the bindings. As usual Sobol'ščikov had a solution ready: borrowers should be required to transport the books in a leather or oilskin bag, which would protect them from the rain as well as from being cut by cords. The report does not indicate whether this helpful suggestion was taken up.

Berlin

Sobol'ščikov's last visit was to the Royal Library in Berlin (now the Deutsche Staatsbibliothek). A old and unsuitable building, even though it had been built as a library, meant that the accomodation was very unsatisfactory, generally overcrowded and with many books double-banked. To remind the Russian authorities of the need for a long view, he noted that the British Museum had been planned to accomodate 1,500,000 volumes ("and in time even that will not be enough"), while the Prussian authorities in Berlin were delaying the erection of a new library building, even though the site had been chosen.

The crowded shelves caused problems for any systematic numbering of the books in the catalogue, which was of such complexity that Sobol'ščikov could not immediately understand it. In particular, the alphabetical catalogue arranged an author's works in subject order, and also listed works *about* an author before his own works. "What is the point of that, when there is a subject catalogue?" As for the treatment of titles and anonymous works, there was more confusion since they were entered under the "most important" word; and why have a cross-reference "Rusia vide Russia"? Only a Spaniard who only knew Spanish would find that useful! As for the accession register, there was much unnecessary detail, unhelpful series of numbers, evidence of inefficient working according to long-standing rules.

Sobol'ščikov observed one of the librarians, Pritzel, looking out books for a reader: he knew the library so well that he had no need to use the catalogue but went straight to the shelf. What would happen when Pritzel, who was not well, could no longer fetch books? The method of working surprised Sobol'ščikov: when Pritzel found that the wanted book was not on the shelf, he would write "Verliehen" ("On loan") on the slip and go on to the next item. "How do you know who borrowed it and when?" asked Sobol'ščikov — by enquiring in the reading room, he was told. "But if the book has been put in the wrong place by mistake?" The answer was simple: "*That cannot happen.*"

Another of Sobol'ščikov's concerns was the control of readers — who was admitted and on what authoriy. His inclination was to be restrictive, in order to prevent theft or misuse of books, and he was glad to see that in Berlin, as at the British Museum, a recommendation was required. Requests for books could be left in a box outside the library in the evening for collection the next day, and the library would also accept postal reservations. Books borrowed for home reading were entered in a ledger but not marked off on return — which as Pritzel explained could make it difficult to trace a book not in its proper place.

Conclusion

So Sobol'ščikov's tour came to an end. He devoted the last four or five pages of his report to a summary of what he had seen, and to recommendations for the Imperial Public Library. His own library could stand up well to international comparison in matters of service to its readers, but he had learnt much about design and layout from his many visits. This was quickly put to good use in the new reading room designed by him: the foundation stone was laid in June 1860 and the new building opened in 1862. Which libraries most influenced Sobol'ščikov's design is not clear: the reading room does not bear much resemblance to any of those he praised in his report, but he was to some extent bound by financial constraints and by the building techniques available in Russia. It was, at least, second only to the British Museum in size, and contained a large reference collection of the kind he had admired in several other libraries.

Other benefits came from the contracts he had made: in 1864 he received Wilhelm Arndt, the Director of the Berlin library, in St Petersburg (and discussed photolithography!), and in 1867 he returned to Paris and saw Labrouste's new building for the Bibliothèque Impériale in all its splendour. The rest of his life was devoted to his beloved Imperial Public Library and to working for reforms that he did not live to see put into effect: he died in 1872 at the age of 64.

Sobol'ščikov must have been one of the most attractive personalities in 19th-century librarianship in Russia if not in the world: his writting is full of life, never dull, and his interests ranged widely, from buildings to catalogue cards, from heating systems to art galleries, and from library theory to radical politics. Above all he was interested in people, and in library services to readers.

He was a pioneer in the international exchange of library ideas between Russia and Western Europe, and he would certainly have been actively involved in IFLA! It is good that we can celebrate his work at IFLA's conference in his own country.

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98-LIBHI-2-E

Social Dynamics and Library Tradition (The Russian Libraries in the Years of Great Changes of History: 1905, 1917, 1989)

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General Positions

The author's choice of the subject was stipulated by two interconnected reasons: first, the interest of the librarian- historian to the reaction of his colleagues of the previous generations to those shocks that fell to their lot. The very understanding that you are not the first who goes through a difficult moment of histoty — is already a sufficient reason for such interest. It would be necessary to add the hope for practical usefulness of such knowledge. May be the experience of nearly a hundred years ago will help the today's library to find a way to stay afloat at this stormy time.

Second, it is the interest of the sociologist — library scientist who tries to find out what the system of the professional library standards and values looks like, to what extent it is stable (or unstable) to the influence of the social reality. For such analysis it is necessary to investigate the librarian's activities in the extreme conditions when before the library arises the question whether it is necessary for society, whether its activities have any sence, whether everything that has been done is right.

For our study the initial hypothesis is that the system of the professional standards and values could be looked at as a stable structure (let us call it a professional tradition) which exerts influence upon the librarian's perception and evaluation of the social phenomena. In result the reaction of libraries to political or any other social changes bears its own character differing from other professional groups.

As for developing the subject we are interested in the psychological side of the phenomenon, we pay the main attention to the librarian's position, and we interpret the library work as the result of realization by the librarian of his professional ideas.

Selection of the Historical Dates

In our analysis three conventional dates characterizing three various stages in the life of Russian society will represent the periods of social changes.

1905 — Ist Russian revolution. In the beginning of 1905 take place shooting down of a peaceful demonstration in Peterburg («The Bloody Sunday»), in spring and summer — a wide strike movement, in October — the All-Russian political strike, in the army — rising of some regiments and warships. The armed revolt started in some large towns in December in Moscow. On October 17 the emperor issues the Manifesto in which he promises the democratic freedoms. In 1906 the revolutionary actions came down.

1917 witnessed and embraced Emperor Nickolaj's abdication in February (the February Revolution), establishing of the Republic, the crisis of the power, the October Revolution when the power passed on from the Provisional Government to the Bolsheviks' Soviets.

1989 is more than a conditional date. Absence of the historical distance in relation to the events that we are witnesses o does not permit to single out the year that in the future will be marked in the manuals of history as the turning point. The selection of 1989 is connected with the fact that this very year is the year of the real transition to the new democratic structures of administration — the first alternative elections to the Supreme Soviet of the country. At the same time we see the peak of upsurg of the new political movements, the general social enthusiasm, the hopes for forthcoming changes. At the same time this is the year when the traditional local authority structures possess great power and often determine the policy in the considerable regions of the country.

Sources of Information

In all cases the sources of information are exclusively published materials: the documents contemporary to the described events or memoirs.

Concerning 1905 — they are mainly the library reports, the reminiscences of librarians (at that period there was no professional press in Russia yet).

On 1917-1918 — they are articles in the library and general political press, individual libraries' publications, decrees of the new authorities, etc...

In regard to 1989 the author could not resist the temptation and added the epoch's documents with his personal impressions.

Professional Values of the Russian Librarians

By the first analysed period the Russian public libraires (and just they are of the most interest for us) passed nearly the half-century life path. The peculiarity of the Russian public libraries creation was the fact that for the few exceptions they were created by the intelligentsia for the public education. The practice of creating libraries «for myself» that is met in the Western library history had but little noticeable influence in Russia (1). In result the Russian library community created a system of values orinted to the library educational activities:

1. The library — the enlightener and educator of the people's masses. The librarianship was a part of the «out-of-school» education, and the librarian's role of a teacher for the adults.
2. The library — *the custodian* of the cultural values, hence the librarian's attraction to the past, his high evaluation of the past periods of history and, as a consequence, the librarian' *conservatism* (We note, by the way, that we do not put any negative shade of meaning into this notion).
3. The professional consciousness gives an extremely high appraisal to the role of the librarian in society as the foundation as well as to his own mission. Hence the inevitable *corporativeness* of the librarians, striving to interpret their professional principles as moral categories and to look at the library community as a special group of people.

1905 — The First Russian Revolution

By 1905 the Russian librarians made up a composed professional group. The principles enumerated above were already well mastered by the library workers.

The Revolution become the first serious political shock that the public libraries experienced during the whole period of their existence. The sharp politization of the population led to the traditional library measures becoming spontaneously fille with a new content. Thus, a literary night could quite of a sudden turn into a meeting and even into a demonstration. There was a noticeable application of the readers to the political literature. It was the time of a sharp polarization of the political powers, of the first mass political movements.

The Librarians' Reaction

The system of values already formed in its rigidity and, in particular, the belief that just through the library lies the main path to freedom leads to the overwhelming majority of librarians accepting the revolutionary events as a serious hindrance in their noble work. In the Voronezh public library report we read: «1905 and 1906 were rich with manifestation of the public forces in the cause of the wide liberation movement, and they distracted, to say so, the intelligent forces from the cause of the everyday cultural work, and to the part of the latter fell slack... Meanwhile, for those who is somehow acquainted with the work of the public libraries it is clear that thing could not go by itself... Only on this condition it can develop and serve the first steps to the great cause of the liberation movement of our motherland» (2, p.1).

In the most of reports of the public libraries for 1905-1906 the going political events are not mentioned at all or they briefly speak about the difficult conditions of work (because of the strikes or revolts worsened the book acquisition, took place irregularities in the press delivery and so on). Can it be so that the revolutionary events did not touch the libraries? On the contrary, it is clear that just the severe position of ignoring the going events complicated the library life. Here is a quotation from the public library report (Ekaterinodar): «In 1905 when all our fatherland lived through a difficult time the library had to survive the most difficult period of its existence. In the hours of disturbances of the people masses... the town library as a strictly educational institution being the breeder of everything bright, advanced, and humane could not but draw upon itself hostility and threats from the people who are hostile towards everything bearing the stamp of enlightment. Though there were no encroachments directly on the well-being of the library building and property as it took place in Kharkov, Vologda, and Baku nevertheless Monsieur Chairman of the Library Commission thought it better to close the library on the days of February 19 and 20, October 5, from October 18 to November 1, and December 21 (the days of political strikes and other events — M.A.)»».(3, p.5-6).

Results of 1905

Thus, 1905 gives us a picture of the noticeable contradiction between the librarians' ideas what the library should be and the population's sentiments. Yet the results of this difficult period enriched the librarians' professional experience with the conclusion that «at the present time the society more than ever feels the need to meet on the neutral ground, to exchange ideas with representatives of all parties and outlooks somewhere beyond purely party organizations, and such meetings comprehensively and scientifically revealing the question could be a powerful means of educating the social opinion in the spirit of true culture and wide tolerance to other people's views» (4, p.7). Those libraries that followed this thesis from the beginning of the revolutionary uprise significantly increased the number of readers, acquired authority; yet for most libraries the revolutionary years became the period of winding-up the scale of the library work.

1917 — Overthrow of the Monarchy (February) and the October Socialist Revolution

Significant changes took place in the Russian library community in the period between the two Russian revolutions: there appeared library societies (the Russian Library Society, the Society of Library Science, the Russian Bibliographic Society and others), the «Bibliotekar» journal was published since 1914, the Conference of library workers was held. All this created favourable conditions for distributing and developing the professional consciousness. The acquired experience made the library position more realized towards the activities of the political parties and the political life in general which at once affected the position of librarians during the first serious revolutionary event of 1917 — abdication of Emperor Nikolaj II from the throne. At its extraordinary meeting the Russian library society on March 7, 1917 adopted a resolution that said in particular:

«1. The overturn that took place in Russia does not change the general task of the librarianship but create new conditions for its fulfilment. This task consists in the cultural and social education of the people's masses., *preparation of the nation to democracy.*»

2. The choice of books is free.

3. The library should work on the civil and political education of the people.

4. The library should contribute to any cultural and social work in the region, enter into relations and cooperation with the public organizations (not excluding the party organizations) and assist them with its services.

5. Yet the public social library should not turn into an instrument of any party. The librarian can be a party member — the *library must be out of any party.* (5, p.1-2).

The above mentioned fragments of the document permit to see how comes the process of adaptation of the professional consciousness to the new political conditions. The librarian proves his right of an educator, but now the question is about education for democracy. The library as usual bears its cultural mission, and now it helps to solve the problem of political enlightment of the people. Let us pay attention to the principle of a «non-party» library. This principle is natural for the library that puts before itself the above mentioned professional and cultural goals. Beside this position corresponds to the moderate liberal political position of the majority of the librarians-professionals. The most famous figures of the library world of this time belonged to the party of intelligentsia — the Constitutional Democrats or were «out of politics», though there were library scientists belonging to socialists-revolutionaries of the «moderate right» wing (Medynskij, Pokrovskij).

In spite of the political differences the library community at this time evidently was united in the positive evaluation of the bloodless February Revolution. They placed their hopes in the new government and expected abolishing of the existing severe censorship of the people's libraries (the considerable part of the literature published before the revolution was banned for acquisition, the system of opening new libraries was very complicated, etc...). But the main thing — the librarians counted on the support of the cultural and educational work on the part of the new government.

Right in 1917 the library associations began developing wide work on training new library personnel, conducted consultations on opening libraries, published literature in assistance of the beginning librarians.

The October Revolution and the Library Community

One may suppose that the overthrow of the Provisional Government and transition of power to the Petrograd Soviet of the workers, soldiers, and peasants' deputies on October 25, (November 7 at the first moment went unnoticed by some librarians. But already by the beginning 1918 the new authorities rather definitely declared their position: among the decrees of the new authorities there were the following: on separation of the church from the state, on the virtual introduction of censorship (even on the newspaper advertisements), on the closure of a number of periodical publications, on the state monopoly on publication of the literature classics, on confiscation of the personal libraries, etc... The new authority's striving to the rigid political and economic control over all spheres of the society life became evident. All this stirred up a sharp negative evaluation on the part of the most of the Russian intelligentsia.

What was the reaction of the librarians to the new situation? The press of that time did not bear to us any single serious protest of the librarians. The Book Chamber workers protested against the closure of their institution and yet contunued working on the publications registration; the research library workers objected against the incompetent meddling into their work but took part in the sorting out and re-distribution of the requisitioned libraries. The protest on the occasion of the withdrawal of books from the private persons came from the workers of the theatre world, and not from the librarians. There were republishe the pre-revolutionary books on librarianship. The articles of 1918 still spoke «about preparation of the nation to democracy», about the existing possibility to widely develop the librarianship.

We think that there were the following reasons for such reaction.

1. The professional self-consciousness demanded: whatever happened in the world — the library must work for the cause of education. In 1918 the Directory Board of the Russian library society applied to the librarians: «We do not know how the events will develop, and what fates await Russia,

we can and do have different views on the tasks of the social activities and on the citizen's responsibilities in our difficult days; but in any case we know that both now and in the future Russia badly needs education of the people's masses, the cultural education of the nation (6, p.30).

2. The Soviet power in one of its slogans declared a wide general education activity among the people, and it wholly coinsided with the professional setting of the librarians.

3. The revolution awoke an interest to politics, culture among the wide masses. The new reader came to the library — workers, children. In these conditions the librarian felt himsel necessary to society.

Crisis of the Professional Ideology

The period of co-existence of the new monistic ideology, the new power, and the pluralistic in the essence professional library ideology could not last long. The new state needed a new library that could lead an active party propaganda. All work in the library must be subdued to the idea of educating within the frames of the communist ideology. Already among those who came to work to the library before the revolution there were revolutopnaries who supported such views. But in those days they were in the minority. Now they expressed the official position.

The conflict became a personal drama for the librarians of the «old school». Those who worked out the principles of librarianship before the revolution, taught whole generations of librarians, created the library societies (L.Khavkina, A.Pokrovskij, N.Medynskij and others); and now they became the objects of sever criticism. A.Pokrovskij became «a reactionary» — he was a socialist already before the revolution he created the workers' libraries, he considered it necessary to propagandize the socialist outlooks but he did not wish to see the library as «a party instrument».

Such inportant figures of the new society as the People's Commissar (Minister) of Education A.Lunacharskij, Nadezhda Krupskaja became the opponents of the librarians-traditionalists.

The process of changes of the system of professional values could have been dragged out or could led to development of a conflict with the authorities if not for the appearance in 1920-es of a completely new generation of librarians with new professional (if one can say so) orientations.

In the after-revolution years together with the new wave of readers from the people and right out of this medium appeared a new librarian. By birth he was a worker or a peasant, by profession — a Red Army soldier most oftem, by education — below secondar. And this librarian came to perform a revolution in culture. He fully shared the ideological positions of the new power and believed that it was necessary to set up a new library. His attitude to the library of the «old time» was absolutely negative. «It is necessary to see how it was in the bourgeois library and to do everything the other way round». It was often impossible even to speak about the professionalism. One can imagine how shocked was L.Khavkina, a librarian-propagandist of the American library know-how, the author of the system of the library education befor the revolution, — once, when she asked a librarian how large was the library at his disposal and responsibility, the answer was «some 30 puds (about 500 kilogrammes)» (7, p.119).

Thanks to the change of generations the process of changes of the system of professional values past rather quikly. By the early 30-es there already formed a seriously corrected and officially formulated set of professional norms.

1. The library is an ideological institutions called for to carry on an active communist propaganda.
2. The library is an enlightenment and educational institution.
3. The library is an information institution.

Yet the professional values of the pre-revolutionary time librarians did not vanish without a trace. As the librarians of the «old school» lived and worked (not always in the sight) at the libraries, so the ideas brought by them existed in the not-so-obvious way in the consciousness of the library workers. One may say that the following features were inherent to the librarians during the whole next period:

— understanding of their mission before the readers;
— corporativeness though not realized till 90-es in creation of a library society;
— the idea about the library special role in culture;
— traditionalism.

But in his professional activities the librarian (and the library) was placed in the conditions of complete dependence on the state and the dominant ruling ideology.

1989 — The Epoch of Perestrojka (Restructuring)

From the first years of the restructuring the system of professional values of the soviet librarians was subjected to serioutrials.

The main results of the restructuring process that faced the library in the said year are the following:

— destruction of the ideological, political monopoly of the communist party and state, appearance of the alternative ideologies;
— publicity that created conditions for distribution of new ideas and new information;
— aggravation of the political and national opposition of separate groups in society;
— economic problems in the country worsened the financial situation of the librarians and libra-

ries. It should be noted that dissatisfaction of the librarians with the ideologization of their work, severe inclusion into fulfilling the directions of the party and other managerial organssttrict (more exactly, severe) centralization of the activities had been accumulating already in the period before restructuring. So, it is not by chance that the most rapidly was *destructed* the created in the soviet time the professional stereotype about the library as an ideological institution. But at the same time there was re-interpreted the educational function of the library (with the exception of the children's library). In contrast to the librarians of the beginning of the century the modern professional does not want to look «a dictator» in the readers'eyes. Even the partisans of the active influence on the readers became searching a new term to substitute «the reading guidance» that discredited itself in the eyes of the library workers.

Together with worsening of the librarian's situation, dropping of his prestige in the readers' environment (the process of the last decade) badly *sharpened* his self-appraisal. «The state does not appreciate the library according to its worth» — this is a short formulation of the mood in the library medium.

But judging by the 1989 press it reflected mainly the misfortunes of the largest libraries. One of the reasons lies in the library workers' disbelief in the reality of changes to the better the feeling that everything either will remain as before or there will be «words, words, words». Such frame of mind was reflected in the discussions of the problems connected with the creation of the library societies.

The creators of the first library amalgamations were the workers of the largest research libraries, the professors of the library departments.

By 1989 the library professional consciousness passed the stage of demolishing the stereotypes, the euphoria of hopes for the free library creative work, and entered the period of scepticism and pessimism.

Results

Out of all above said it is possible to draw several conclusions:

1. The library professional ideology in all cases influenced the perception of the political events.

2. The political conditions especially in the conditions of the strict state (party) control undoubtedly influence the professional norms. Besides, the librarians under all conditions are oriented to loyalty to the authorities. But the changes stipulate by the ideological influence exist just so long as exist the very ideology. So it was in the period of the tsarism downfall, and so it happens now to a certain extent.

3. In our time it is possible to prognosticate an attempt to restore the system of values inherent to the pre- revolutionary librarians, but undoubtedly it will be a new period in the professional life of the library workers.

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38-READ-1-E

Reading and Reading Research in the United States in the Twentieth Century

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"Because of the perceived importance of reading to Christian education and to participation in republican government, reading has been regarded as important to American society since the founding of the nation. In the twentieth century, public and private support for reading has brought reading to the level of other western industrialized countries. Particular American contributions to reading research have been made in the fields of the history of the book and of mass communication (the effect of television on reading), but more work needs to be done on the relation of reading and oral communication in opinion formation".

Since the arrival of the first European settlers in what is now the United States, reading has been considered a virtue worth supporting through public and private charities. In the first decade of this century, the immigration to the United States of millions of uneducated Eastern and Southern European stimulated renewed efforts in spreading basic literacy skills. By the middle of the twentieth century this emmigrant population had been largely assimilated, and the attention of educators, libraries, publishers and government officials shifted to investigations of *what* people read. Now, as the century ends, such a variety of rival entertainment activities has become available to Americans that reading research is curently focused on demonstrating the adventages of reading over other recreation forms, and on the development of methodologies to measure the *effect* of reading. This paper will present a very brief overview of what is known about current American reading habits and will attempt to show how research in reading has evolved in twentieth century America. A short review of the role of reading in American culture is necessary as an introduction.

Early Protestant immigrants associated reading with Bible study, and the schools that they founded centered on reading lessons from Scripture. Until the appearance of cheap novels in the nineteenth century, the assumption was general that the more a person read, the more he or she would be steeped in righteous learning. Reading was not only associated with piety but also with the virtues of republican self-government; hence the institution of literacy tests for American citizenship and, in some states, of literacy tests of citizens who sought to vote. (So strong indeed was the association of reading with the principles of self-government that before the Civil War a number of southern states had laws prohibiting literacy instruction for slaves).

Respect for reading survived the industrialization and secularization of the country, and by the beginning of the twentieth century, when successful businessmen had shouldered aside ministers as the most respected individuals in the community, some industrial tycoons even identified reading and education as vital compoments of their success. For example, in 1901 steel magnate Andrew Carnegie transferred the bulk of his fortune — over $400 million — to a foundation supporting libraries because he felt that every man could be wealthy *if he only read the right books.*[1] (Lest we consider this approach quaint, I would remind the audience that the American Library Association has a current poster campaign of media celebrities — TV stars, rock singers, tennis players — in poses implying that their successes are in some way related to books or libraries). A motive similar to Carnegie's was behind John D. Rockefeller's foundation in 1902 of the General Education Board, which supported the education of impoverished black Americans, and his endowment of Spelman College — named after his wife Laura — to train female black teachers. Rockefeller clearly believed that reading and education would somehow diminish the disadvantages of poverty and legalised humiliation from which America's black population suffered. And finally, financial support for reading in the United States, born in the Puritan church if New England and nurtured by American business interests, conquered that least generous of American institutions, the federal government, which since the administrations of John F. Kennedy and Lyndon B. Johnston has supported a number of literacy campaigns in the United States, the current largest being that of VISTA, a volunteer organization similar to the Peace Corps in which young Americans spend two years working among the disadvantaged in the United States. The supreme indicator of the cultural ikon status which reading enjoys among those who govern the United States is Barbara Bush's much publicized work for literacy and the widely-circulated photographs of the First Lady reading to a lapful of multi-colored four-year-olds.

The result of this century of public and private support for reading is that, despite continued concerns about literacy, adult reading is at levels comparable to the United Kingdom and other industrialized countries and actually has risen in the last few years. A survey done in 1985 revealed that 56% of adult Americans — 92.5 million people — had read a work of fiction, poetry or drama in the preceding year, almost three million more Americans than had reported doing so in 1982[2]. But there are also several important negative trends in current reading in the United States. The most important of these are: 1) adult males seem to be abandoning reading as a reareation activity; 2) recreational reading is decreasing among young Americans of both sexes; and 3) reading comprehension — the ability to understand complex written material — has declined dramatically. In 1985 it was found that although 95% of Americans between the ages of 21 and 25 could read, only 9% could understand the meaning of a short poem of Emily Dickinson well enough to explain what the poet was tring to express[3] . In sum, we are a nation of wide readership of shallow material — indeed even among the 92 million Americans who reported reading fiction, only 25% had been reading works of any literary merit at all[4].

The traditions of research behind the various 1980s surveys whose results are cited above were fairly well established in the United States during the 1930s. The American pioneer of reader research was Dougles Waples of the Graduate Library School at Chicago whose research, published in 1931 in *What People Want to Read About*[5], is considered the first "scientific" study of adult reading in the United States. Many of Waples' findings were utterly predictable — such as his discovery that sex, educational level, occupation and age were the key criteria in adult book selection — nonetheless, his use of social science methodology to compile the supporting data was considered revolutionary in library circles, which at that time were dominated by individuals trained in the humanities. Waples divided the reading research into five different areas, and they remain useful to us today as a way of mapping what has transpired in the field in the 60 years following the appearance of Waples book.

Waples divided reading research into the investigation of 1) preconditions, i.e., the social and cultural conditions affecting publication; 2) distribution, i.e., reader interest and access; 3) publications, their subjects, styles and content; 4) charac teristics of readers, their social traits and psycholigical motives; and 5) the effects of reading. Additionally, he demonstrated how specific disciplines and professions tended to focus on certain of these fields. Thus, preconditions were generally studied by the booktrade and its historians; distribution (reader interest and access) was a preoccupation of librarianship; characteristics of readers were studied by educators (who are interested primarily in the young) and sociologists; and the study of effrcts has been the domain of psychologists. All fields indulge in study of their own publications; chemists, for example, investigate chemical journals, and historians historical journals. Finally Waples noted that journalism and mass communication investigate the reading of specific *kinds* of materials — newspapers, magazines, etc.[6]

It would be impossible in the confines of a short talk to give a thorough overview of the activities in the United States in each of these five reading research fields since Waples' time, nor would it be particularly useful, since in certain areas American work is not the most advanced. What I *would* like to do is to call your attention to two areas in which I belive American work has made a particular contribution to reading research recently and then to meditate a little on some of the cultural prejudices that complicate reading research in the United States.

The first area upon which I would like to focus is the relatively young discipline called "the history of the book", a field which would seem logically to fall under Waples' classification, "social and cultural preconditions for publication", but which has actually come to include distribution, reader characteristics, the study of the publications themselves and, in principle if not practice, the effects of the publications on the readers. The appearance in 1958 of Lucien Febvre's and Henri-Jean Martin's *L'Apparition du livre*, which investinated the effects of printing on fifteenth centure Europe, stimulated a number of American historians in the 1970s to launch similar investigations into the impact of printing on specific European communities in a variety of historical periods. Natalie Zemon Davis's *Society and Culture in Early Modern France* (1975), Robert Darnton's *The Business of Enlightenment: A Publishing History of the Encyclopedie 1775–1800* (1979), and Elizabeth L. Eisenstein's *The Printing Press as an Agent of Change* (1979) all examined not only how and by whom the books were produced, but also the cultural and political contexts in which the books were produced and read. Darnton calls the new discipline the "social and cultural history of communication by print... whose purpose is to understand how ideas were transmitted through print and how exposure to the printed word affected the thought and behavior of manking during the last five hundred years"[7]. The political implications of these questions — the role of authority in the distribution of books and the impact of reading on power relationships in general — have been addressed by a number of American literary critics, especially from feminist and Marxist circles[8].

In my opinion, the major contribution of historians of the book to reader research lies in their widening of the investigation of causality in the sense that they, like the *Annales* historians from which they spiritually descend, demand a total recreation of the cultures upon which they focus in order to come to any conclusions about why people read what they do and what effect it has. While I would in no way claim the field as an American monopoloy — certainly the French are almost as productive — it is a fact that the sheer numbers of people involved in the United States, and the impressive institutional base, private and public, which the history of the book now enjoys, makes America a major locus of research in this fiels: not only has the Library of Congress housed since 1979 its own Center for the Book, sponsoring conferences and publications, but the privately-supported American Antiquarian Society in Worcester, Massachusetts, has since 1980 funded a Program in the History of the Book in American Culture, sponsoring symposia. publications and a residential fellowship program.

The second area of reading research in which I believe America is currently making valuable contributions to reading research is in the field of mass communication, especially research on the effects of television viewing, where a number of recent studies have indicated that the youth-oriented mass media industry — especially television and videos — are producing a new form of semi-literacy with dangerous pilitical consequences. Research on the influence of television viewing by children has shown that children who grow up on television have cognitive problems that bear remarkable similarities to those of college students with defective reading and writing skills[9] . Although direct cause-effect relationships between television viewing in children and reading and writing problems in post-adolescents are difficult to prove, it has been pointed out that the similarity in the cognitive difficulties experienced by members of these two groups is striking[10]. The problems common to these groups were found to be the fillowing: difficulties in concentrating and sustaining an extended line of thought in reading and writing; lack of facility in analytic and synthetic reasoning; deficiencies in reasoning back and forth from the concrete to the abstract, the personal to the impersonal, and the literal to the figurative, and in perceiving irony and ambiguity[11].

Probably everybody in this room is convinced, even without such compelling proof, of the value of litarary study in the development of cognitive skills and critical thinking, but I would like to raise your anxiety a little by describing some recent American research that takes a look at the political future of societies whose members do no critical reading and are instead informed primarily by television. In his 1989 essay "Literacy and Mass Media"[12], Donald Lazere argues convincingly that the level of cognitive development which mass media has produced in the American citizenry, and to which the discourse of American mass media is now geared, has created a people intellectually inadequate for effective participation in a democracy. He further claims that this "media-induced illiteracy" is contributing to the growth of a one-dimensional society where the capacity to imagine alternatives to the status quo has been destroyed. According to Lazere, this loss of the capacity to imagine things other than they are can preclude the possibility of people supporting changes which might be in their own interests, since it works to preserve the established social order whatever its benefits or ideological base. It is the responsibility of educators, says Lazere, to "deprogram the public and students from the uninformed conservatism induced by illiteracy and mass media"[13] and try to raise the level of public discourse to a truly unrestricted ideological debate.

Here Lazere is saying that *whatever* the political program under debate, the discussion is enriched by the participants' development of cognitive and critical skills through reading. This evalution of reading's role in a democracy certainly validates the emphasis placed by American politicians of all coloration of the importance of individual intellectual choice in the life of a democracy. This consensus concerning the importance of reading is largely posited on the conviction that reading has a tangible effect on our *opinins* (which is, of course, somewhat different from having an effect on our cognitive and criticial skills).

An example of how deep-seated is the American conviction of the importance of reading in opinion-formation was the rejection in 1970 by President Richard Nixon of the findings of the Commission on Obscenity and Propaganda. This high-level commission appointed in 1968 by Lyndon B.Johnson, demonstrated conclusively that there was no connection between the reading of pornography and deviant or delinquent sexual behavior; indeed it recommended the repeal of all legislation prohibiting the sale of sexual material to consenting adults[14]. President Nixon rejected the findings immediately, labelling them "morally bankzupt". While he was clearly pandering to the conservative vote in the United States, was interests us here is that he was relying entirely on the predisposition of the citizenry, conservative and liberal, to believe that reading is effective.

Ironically, we have very little data to support this conviction. Douglas Waples in the 1930s was criticized for the weakness of his research about reading's impact,[15] and Robert Darnton has, much more recently, commented on our continued lack of solid evidence concerning what difference reading has actually made in people's lives.[16] We go on talking, both in American library and government circles, about the power of books to change men's minds — we refer to the Bible, the Koran and *Das Kapital* and worry about the impact of pornographic books — but we really know little about the reading behavior of the masses who give to the movements which immortalize the ideas in these books. Those who study human communication are beginning to suspect that the great mass of followers of ideologies do not get their ideas from the books at all but from what sociologists call "opinion leaders" whose ideas are disseminated through channels other than books. Despite this, very little work has been done in the United States on the transformation of "elite" knowledge to mass knowledge through the channels of mass media. I would suggest that we have much to learn on this score from our Soviet colleagues, in whose history massive ignorance and illiteracy is a much more recent phenomenon than in our own, and whose reading research has pioneered in the exploration of the popularization of scientific and scholary knowledge through a diversity of mass communication channels.[17] In the United Stated the electronic mass media have reinvigorated oral culture, and unless American reading research begins to focus more of its energies on exploring the complex relationship between reading and oral communication it will cease to be relevant to American society in the twenty-first century.

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7. Robert Darnton, "What is the History of Books?", in Cathy N. Davidson, ed., *Reading in America: Literature and Social History* (Baltimore, Johns Hopkins University Press, 1989, p. 27.

8. For an excellent overview of the literature, see Cathy N. Davidson, ed., *Reading in America, op. cit.*, pp. 1-26.

9. See especially Kate Moody, *Growing Up on Television* (New York, 1980).

10. Donald Lazere, "Literacy and Mass Media: The Political Implications", in Cathy N. Davidson, ed., *Reading in America, op. cit.*, p. 286.

11. See Mina Shaughnessy, *Errors and Expectations* (New York, 1977), pp. 226-74. Quoted in David Lazere, "Literacy and Mass Media", in C.N.Davidson, *Reading in America, op. cit.*, p. 27.

12. See note 10. .

13. Donald Lazere, "Literacy and Mass Media", *op. cit.*, p. 301.

14. *Report of the Commission on Obscenity and Pornography* (Washington, D.C.: United States Government Printing Office, 1970), pp. 23-27.

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16. Robert Darnton, "what is the History of Books?", in Cathy N. Davidson, ed., *Reading in America, op. cit.*, p. 44.

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39-READ-2-E

Social Aspects of Reading — the Case of Israel

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Western culture is rooted in books, so that when we study the place of books in our society, we are also studying ourselves — thus it may expected that if there are changes in our relationships with books, these will be reflected in other aspects of our individual and national life. Conversely, we should expect to see changes in our society having an impact on our booklife.

In Israel, the importance of books and reading has also been recognized by governmental aurhorities, as evidenced by the statistical surveys conducted over the years to study the reading patterns of the Israeli public, most recently in 1986-87. They encompassed the Jewish population aged 14 and over, and excluded the reading of textbooks and professional literature. Such studies have usually looked at reading as part of the broader context of leisure-time activities, including also television and video viewing, participation in sports and cultural entertainment outside the home.

It may be instructive to exmine the findings of the surveys of the past two decades against the background of several important developments in Israeli society, specifically:

1. The increase in the general educational level.
2. The assimilation of immigrants from Arab countries and their children into mainstream Israeli culture.
3. The emergence of television and, later, of video, as popular media.
4. The expansion of the system of free public libraries.
5. Changes in reading habits of the Arab population — much of which is newly literate — as a result of wider education and the founding of public libraries.

The official languages of Israel are Hebrew and Arabic, with English in common use. A wide variety of languages are used by people arriving from other contries, including French, Spanish, Rumanian, Russian, Yiddish, Amharic, etc. The profusion of languages has an influence on both publishing and reading habits, though less so today than in former years.

Israelis are among the world's prolific readers. An extensive study conducted in the early 1970s found that 77% of Israelis read at least one book per year — well above the figures for a number of European countries. The percentage of active readers, who read eight or more books per year, was also higher than the European nations, at least as a percentage of total population. Among the class of all readers, however, the percentage of active readers in Israel (55%) is about the same as, or less then, the comparable figures for several European countries. "The reading public comprises a larger segment of the population then in European countries, but freguency of reading isn't much greater and is sometimes lower."

In 1986-1987 some 5300 book titles were published in Israel (including textbooks, reprints, reeditions, translations). At a rough average of 2900 copies per title, can estimate thet around 16,000,000 total copies were printed. It is striking to observe thet Israel has a per capita book production rate between 5 and 6 times larger than the United States.

As of 1985 there were some 911 periodicals and daily newspapers published in Israel. There has been steady growth in the total number of periodical publications, with increases in Hebrew, Arabic and English items, while those in foreign languages and bilingual items have declined — presumably due to social integration and the learning of Hebrew by adult immigrants. It is reasonable to assume that the picture will change again with the current influx of Soviet Jews, following two decades of low immigration. The new arrivals may cause a rise in the demand for newspapers and magazines in Russian and elementary Hebrew.

IMPACT OF EDUCATIONAL ATTAINMENT

The educational system comprises a variety of institutions, both public and private: religious and secular, academic, agricultural and vocational, schools for chilbren of kibbutzim and moshavim (communal and cooperative agricultural settlements), and schools for the handicapped. There are separate sectors for Arab and Druze education. Post-secondary education includes the nation's seven universities, along with a variaty of colleges, numerous teacher-training colleges, vocational institutes and so forth.

Literacy rates and educational attainment have risen greatly among both Jewish and Arab sectors of the population. Median years of schooling, for instance, rose from 8.0 in 1961 to 11.5 in 1987. This coincided with repid growth in the Israeli university network, with two new institutions being founded and existing ones greatly expanding.

It is still correct to say of the Israeli reading public what Bernard Berelson wrote about its American counterpart forty years ago:"The major factor which differentiates readers from nonreaders in research to date is education — in the limited sense of number of years of formal schooling. The more years of schooling the individual has, the more likely he is to read books. In one national survey only 12 per cent of the college-educated had not read a book in the preceding year as against 75 per cent of those with only some grammar-school education or less."

INFLUENCE OF IMMIGRANT ABSORPTION

Israel remains a nation of immigrants, but for many years now immigration itself has not been anywhere near the scale of the 1950s, when hundreds of thousands of Jews from all over the world entered the country. Of the total number of immigrants in the period 1948-88, more than half came to Israel during the first decade, 1948-1958. Ethnic differences remain to this day, but are less pronounced than in the past.

Although the percentage of active readers among Israelis whose families originated in Asia or North Africa remains lower than among those of European, American or Israeli background, this was the only group that rose continuously between 1975-76 and 1986-87, while declines were recorded for the other groups after 1979.

Differences in reading habits may be found not only between people of different ethnic backgrounds, but also between those born in Israel and those of similar background but born abroad. The contrast is most striking among people of Asian-African origin, where, for those born in Israel, the rate of public library registration is more than twice that of those born abroad, and the rate of active book reading nearly 2/3 greater. The higher rate of library registrarion may be attributable to the afforts made during the sixties and seventies to cultivate public library services in development towns, where many of the immigrants from Arab lands settled, and which presumably attained greater success among the younger, Israeli-born or-raised population than among their elders.

At present, for the first time since the 1950s, Israel faces the prospect of absorbing hundreds of thousands of new immigrants in a relatively short time, as Soviet Jews exercise their newly won freedom of movement. There are still many questions about how this new wave of immigration will affect Israeli society, economy, culture and politics. We may presume that these immigrants will have a positive impact on the rate of book reading and library use. For the most part they are highly educated, and so probably read at rates equal to or exceeding the very high rates of the USSR, and will probably not need to undergo such an intensive, painful process of acculturation as did the immigrants from Arab countries. Far from having to be taught what a library is, they well prove a force for expanding the library system, if they demonstrare a strong demand for such services. However, only time will tell what the full significance of the massive immigration from the Soviet Union will be.

INFLUENCE OF TELEVISION AND VIDEO

It is an exaggeration to claim, as some media forecasters have done, that the development of communications technology means the death of the book. Nonetheless, those developments do affect people's reading habits. The topic has been studied and debated for many years now, in Israel as well as in other countries, with particular emphasis in television's impact on children.

The percentage of the population viewing television some time during the week jumped from 58.9% in 1969 — just after the introduction of reqular broadcasting — to 88.4 in 1975-6, and rose further to 91.8% in 1979, with thq figure at that time for children aged 9-13 was even more pronounced — 97.8%

Until 1984 there was only one television channel, that of the official broadcasting authority, with a significant part of the day's programming (until late afternoon) given oven to educational television, which is under the jurisdiction of the Ministry of Education and Culture. A second channel was experimental from 1984 to 1989, becoming official in 1990. In addition, cable television is being installed gradually, on a regional basis.

By now a whole generation of Israelis has come of age that grew up with television as a fact of life, the influence of which has changed attitudes to the entire social framework, in Israel as in the rest of the world. Recent surveys of leisure-time activity have measured video viewing and cinema attendance, but there seem to be no figures regarding television viewing — one might speculate that, television having become ubiquitous, the investigators felt no need to ask about it.

During the 1980s video became a pervasive medium, as television had in the 1970s, to the extent thet it became an object of study in the latest statistical suvey (1986-7). The figures make clear its rapid assimilation into Israelis' leisure time, with nearly half the population viewing at least one video film a month. This new medium, like the introduction of television broadcasting a decade earlier, may have had some impact on reading habits. If there is indeed a competition between reading and viewing video, the data suggest that video is more likely to win out among the young, people with no post-secondary education, and those whose ethnic origin is Israeli or from Arab countries. Video, like television, may be characterized as what Marshall Mcluhan would call a "cool" medium, requiring little or no input from the viewer — in contrast to printed media, which demands the reader's active participation. Thus, video is more likely to appeal to lower socioeconomic and educational strata of the population, in Israel as in the rest of the world.

The percentage of "active" readers in the Jewish population over the age of 14 — those who read at least one book a month — declined from 52.6% in 1979 to 49.2% in 1987. The decrease may severe than the similar decline observed in the 1970s after the introduction of television: the "pool" of potential readers — people with at least a high-school education — grew from 68.4% to 76.4% in the same period, but there was no corresponding increase in reading levels.

USE OF PUBLIC LIBRARIES

Use of public libraries has shown a slow but steady rise over the years, though if more effort were invested in developing attractive and varied services, they could play a more significant role in people's leisure time. Young peole lead other age proups, both in terms of library registration and borrowing of books.

This suggests much greater success in reaching the school-age segment of the population, who have become accustomed to using the resources of public libraries for their schoolwork. Although the percentage of library registrants has always been highest among young people aged 14-17, the actual percentage of those registered declined between 1979 and 1986-87, as it did, to a lesser degree, among the 18-29 year olds, compared with steady gains in other age groups and the population as a whole.

Although the percentage of he total population registered at a public library has risen to about 25%, it still falls far short of what one might expect from the figure of around 50% active readers (those who read at least one book per month), which has shown only slight fluctuations over the past two decades. It is conciderably further removed from the figure of 77% who, in a 1970 survey, read at least one book per year, and constitute a body of potential readers who might respond to library services and programs, if suitably planned and presented.

READING HABITS IN THE ARAB SECTOR

Books and literacy have traditionally been respected within Arab culture. However, reading became an important factor in the Israeli Arab society only in the 1980s. Unfortunately, the available data are insufficient to give a full account of reading in the Israeli Arab society.

In presenting the proposed Library Law in 1972, the Minister of Education suggested development of public libraries in the Arab sector by developing existing secondary school libraries. This has in Fact been the origin of many of the present-day public libraries in Arab communities, and the bulk of the patrons are students.

An extensive survey of primary, intermediate and secondary school libraries was carried out in 1983 on behalf of the Libraries Unit of the Ministry of Education and Culture. It differed from other surveys on reading habits and related topics in that it encompassed the Arab sector as well as the Jewish. (We still have no data regarding reading habits of the adult Arab population, since no surveys have been conducted). Although the collections in the Arab schools are at a disadvantage vis-a-vis their Jewish counterparts, in both absolute numbers and per capita, this is not reflected in the borrowing habits of pupils. On the average, more books were borrowed each month in the Arab libraries than the Jewish, and in post-primary schools a higher percentage of the Arab pupils borrow books than the Jewish ones.

READING HABITS OF THE SCHOOL-AGE POPULATION

It is worthwhile to pay close attention to the reading habits of young people. They are the "avant-garde", who will emerge from the educational process as the mature readers of tomorrow; their behavior today may provide a clue as to what the situation will be in years to come, particularly with regard to the impact of television and video on reading habits.

Overall, the surveys indicate that young people are more active than any other group in regard to reading habits. Fully 77% of the 14-17 year olds, and 87% of the 9-13 year olds, could be classified as "active readers", who read at least one book per month. This is far and away the highest percentage of any age group. For the population as a whole, the figure has been approximately 50% in every survey.

The percentage of "active readers" in the 14-17 year old group has changed over the years, but this is true of all age classifications. The general pattern, for the population as a whole and nearly all age groups, is one of a decline in active reading between 1969 and 1975-76, followed by a rise in 1979 to a level higher than that of 1969, with a further decline by 1986-87. The age group 60+ is a notable exception to the pattern, exhibiting a steady rise from 1969 to 1979, followed by a rather steep decline. The rate of active readership for age proups 14-17 and 18-29 has always been above that for the total population, while for other groups the rate has always been lower.

It is tempting to attribute the fluctuations to two significant trends in Israeli popular culture during the periods studied: first, the rapid growth of television viewing in the 1970s, following the inception of broadcasting in 1968; secondly, the wide diffusion of video devices in Israeli homes during the 1980s. Though a conclusive causal relation cannot be drawn, the circumstantial evidence seems strong. Simply put, television and video viewing are taking up leisure time that might otherwise be spent reading. In the case of television, reading rates rose after an initial drop, after the novelty of the new medium wore off. Regarding video, it is too early to know whether there will yet be a corresponding rise in reading rates after people become accustomed to it. The very nature of the video medium, which, unlike television, affords the individual more control over the selection, timing and quality of the material viewed, may make it more likely than television to serve as a functional alternative to books.

The young are also patrons of public and school libraries — 84% of 9-13 year olds and 58.7% of 14-17 year olds are registered at public libraries, figures that are far greater than that of the next largest group (37.2% for 18-29 year olds).

Young people are active readers of daily newspapers and periodicals — 88.8% of 14-17 year olds read at least one daily newspaper a week, and 67.7% read at least one periodical a month. Among 9-13 year olds, 46% read a children's newspaper at least once a month, with 28% reading one every week.

Not only in reading, but in other cultural and entertainment activities, the 14-17 year olds are more active than any other group, with the exceptions of concert and theater performances — where adults are the majority — and book reading, where 14-17 year olds are outdone by the younger children.

Some studies carried out by academic investigators indicate an ongoing rise in the amount of television or video viewing by young people, and suggest a decrease in leisure reading or enjoyment of reading, but there is no conclusive evidence thet the latter is a consequence of the former.

One study examined children's television and reading habits in 1985 and 1987. In 1985, the average time spent watching television was 2.5 hours per day; by 1987, this had risen to 3 hours per day, and 4.5 hours on the Sabbath. This may be largely attributable to the rapid diffusion of video machines into Israeli households — in the 1985 survey, 40% reported watching video 2 hours per week, and by 1987 40% reported watching video 2 hours per day.

Meanwhile, increasing numbers of children prefer to watch television than to read, the percentage rising with grade level. A frequent claim is that "reading is hard", reflecting the difference between the essentially passive activity of television viewing and the more active role demanded by reading. Children still relate to television more as entertainment than as a form of education.

The relationship between children's television viewing and their reading has also been a topic of extensive investigation in other countries, but there too there seems to be no clearcut negative influence. The literature examined did suggest, however, that while heavy television viewing may not necessarily affect reading *habits*, it can have a deleterious effect on reading *achievement*.

CONCLUSIONS

Book reading is an important leisure activity in contemporary Israeli society. But its position is not so secure as it was twenty years ago, and it is being buffeted by the winds of change, primarily in the form of television and video. It is essential to activate and protect the status of reading. The situation in this regard might be characterized by the Hebrew word "fisfus", which means, roughly, missing the mark, not exploiting an opportunity when it happens along. An evaluation of the trends of the past two decades would note progress, while asking, "Couldn't we have done even better?"

The period 1970-1990 has been marked by a steady rise in the educational level, the expansion of the public library network, integration of immigrants from Arab lands into a Westernized society, the emergence of librarians and public libraries among Israel's Arab population, and the wide diffusion of the electronic media. We might reasonably expect the first four of these achievements to be reflected in a higher reading rate. In fact, as we have seen, the average lavel of active readership has barely held its ground, hovering at around 50% of the population. The fourth factor we mentioned, the electronic media, is partly responsible for this, but an additional factor is the decline in the government's interest in education and libraries, and in its willingness to provide budgetary support for them.

The outlook is that the influence of media is likely to increase in the years to come, so that an increasing proportion of a person's knowledge of the world will come from nontextual sources. A well-educated person might not necessarily be *only* a well-read person. The library is slowly changing to reflect the new reality of the information-based world; the next generation of librarians should be better equipped to meet the altered requirements of their patrons for information, whether it is needed for educational or entertainment purposes. Thes trend is evident globally; libraries must integrate new media such as CD-ROM, video, etc., with traditional media and services if they wish to survive as educational and cultural agencies.

The need for efficient acquisition of information is as pressing in Israel as in any other developed or developing nation for which information is becoming an economic resource.

The extensive impact of the information age is but ohe factor, however prominent, influencing contemporary Israeli society and culture. At this stage it is not possible to predict how it, along with such elements as increasing educational level, absorption of Soviet immigrants, etc., will influence patterns of reading and library use in Israel in the coming decade.

Literarure and Social Process: Soviet Scene

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It what follows we shall deal with just one but a largescale process the turns and changes of which form one of the pivotal lines of development of Soviet society. We call it "unachieved modernization". The case in question is the totality of attempts to create a modern society, that is, to provide the diversity of initiative groups and freedom of communication among them, among the strata of their supporters, their followers, etc. As far as literature and book-publishing trade are concerned, this process of groups-forming reveals itself in three fields:

(1) — freedom of publication for authors and groups of authors;
(2) — implied by (1) degree of development of the system of national publishing trade — its guantitative characteristics (primarily, the number of titles), geography, set of languages, etc.
(3) — availability of publications for the readers which is manifested in printing and prices policy, in accessibility of public libraries.

Summing up what has been said we can conclude: the process of social dynamics is realized in the field of publishing communications on three levels: ***thick** magazine* "with tendency" as a means of inter-group interaction of specialized elites; *newspaper and mass-media thin magazine* as a means of more or less simultaneous familiarising of the readers with samples elaborated by élite groups, — bringing them to the notion of the society "on the depth" of written culture; *book* as most multilevelled and inherently diversified form of individual access to the symbolic capitals of world culture, a means of individual self-perfection.

The efforts to organize social and cultural dynamics are opposed, in our conditions, to the totalitarian system of centralized and severe control over all resources; it is natural, then, that within its framework all independent initiatives, apart from planned steps and urgent campaigns of the centre, are blocked — the case in point can be the embrions of new élites, as well as the movements of national border-lands. Otherwise stating, this system transforms and prevents the activity of everything possessing the qualities of independence and lending dynamics to the social system in question, — the rise of any frame which grants free individual self-realization.

Literature in our interpretation is the fundamental mechanism of reproduction of basic values, norms, models of action actual for the society in question and for its main groups. In this sense literature itself understood here in the utterly broad sense of the word, almost as "mass media", is not the source of neither social nor even cultural dynamics. But it is literature (in modern societies mainly and primarily) that provides the possibility of individual and group initiative, sets up the necessary level and provides the continuty of development, its non-catastrophical character. Different types of literature play here different roles in the very process of familiarizing with culture. Thus, *classical literature* reproduces a model set of most important traditions of the society. *Avant-guardism* appears as a conventional destruction of habitual norms, as experimenting with new values and ideas. *Mass literature* guarantees adaptation, dissemenation and digestion by the broadest contingents, of those models which were once elaborated by élite groups. In this sense, it provides the communication among different groups of society, the very process of its dynamics, as well as the most stable characteristic features of the social order in question (we shall not concern ourselves here with the transformations of this or that sample from avantguardism into classical or mass literature).

If one outlines in terms of this logic the last quarter of Soviet history age, he can say that the failure of reforms of the 60-s resulting in spiritual and social stagnation of this country after the invasion of Soviet troops into Prague led to the return and conservation of the unitary social structure of power and provision in its most simple and rough connection. Consequently, in the subsequent years most of initiative groups were repressed and cast away from common social life, the processes of formating new élites (social differentiation of the society) were stopped, their mutual connections and those with other groups were destroyed. The discriminated strata elaborated, as the emergency systems of the kind, safety measures of the "illegal" type — the circles of "confidants" united around the circulation of "Samizdat" printing. In terms of technology the process looked like return to the pre-Gutenberg epoch whereas in the social sense it marked the period of accumulation of strength and critical mass, on the one hand, and, on the other, the period of aggravation of problems being unsolved by the society. At the same time the level of literacy and civilization, of standards of living and orienting points was gradually rising on a mass scale in the main contingent of population of large cities in the centre and union republics.

Let us consider in detail this process of stagnation in publishing trade — the simplification of structure and imparting mass character to the items of publishing. Strictly speaking, it was the revolution which became the turning point for the publishing system itself. The number of publishing houses was ten times reduced, their geography was substantially narrowed and deformed, this being not at all an excess but a stable tendency. Thus, before world War I there were in this country from 4 to 5 thousand of publishing houses situated in 440 populated localities. About a dozen cities had large publishing houses publishing more than 500 titles of books a year, among them we can mention Kazan, Odessa, Kharkov, Nizhni Novgorod, Riga, Revel, Kiev and Tiflis. It is significant that no one of these, as well as of many others, cities has never returned to the pre-revolutionary volume of book publishing. At present in 120-130 cities there are on the whole no more than 300 publishing giants which issue standardized production. The result is the constant reduction of diversity of the list of titles offered to a reader alongside with steady rise in the average print run of book volume and its price. Isn't it a sign of growing conservatism of cultural and social life? Thus, in 1988 in the USSR there were 290 titles of books and booklets per 1 mln of population whereas in the FRG, for example, — 600, in Europe on the whole — 700: so, the USSR lags behind by this most important index more than twice. This lagging behind is not a mere chance: it is systematic and is growing year after year. That is why the reader's audience has increased more than 15 times since 1939 whereas a number of editions for it has only grown less than twice.

Even worse is the situation with magazines — most operational part of specialized and high-quality information circulating among initiative groups of the society and their supporter's strata. The USSR publishes 5.5 titles per one million of population whereas Belgium — 1142.7, Finland — 904, France — 408, the USA — 250, correspondingly.

For better understanding of the peculiarities of social life of late 70-s — early 80-s we must indicate: the print runs of practically all magazines (except most popular youth, family and highly professional specialized ones) were steadily falling in these years. Otherwise saying, the volume of communications among most active groups was being reduced, the horizons of the world were getting narrower and the latent disintegration of the society as a whole was progressing.

It is clear that systematic impoverishing of the repertoire of disseminated ideas and samples with the orientation towards the level known to be average, simplified and popular could not but tell on most culture-saturated and information — richest publications for the prepared audience. The situation with scientific publications is remarkable. The majority of them (more than one-third, according to the titles) is devoted to the applied subjects, whereas in more developed countries this share is two or two-and-a-half times less: about 19 per cent in Great Britain, about 16 per cent — in Germany. At the same time, for example, the share of books on philosophy in the structure of publishing trade of more developed (according also to the level of Humanities) countries is one and a half or two times larger and is continuing to increase at a faster rate than in this country. Otherwise stating, the gap between our level and the world one is growing still wider. Nevertheless, the closed, subordinate to the ideological dictates character of the system is being preserved. Thus this country is the leader according to the number of translations but of them only 24 per cent are translations from the main European languages and 3/4 are "internal" translations where the level of the norm is set up not by the world system but by the bureaucratic Russian-speaking centre. It is quite in the order of things that translations in the USSR do not exceed 8.9 per cent of the overall book publishing production of the country whereas in Hungary they comprise 11.7, in France — 17.6, in Spain — 21.8, in Sweden — 28.8 per cent, correspondingly.

The unitary-centralistic character of state power, the dictates of the Union bureaucracy cannot but deform cultural resources which are possessed by the Union and Autonomous republics: they, first, are very narrowed in volume and, second, are subject to severe and constant russification. Say, Ukraine which is quite comparable with France according to the size of its territory and population, has 24 publishing houses (with 387 in France) issuing about 4.200 titles, with 30.875 in France. That is, it has 15 times less publishers and 7 times less publications and such is the situation in the republic with comparatively powerful cultural resources.

Book publishing in national languages undergoes most severe deformations. If in the Baltic republics the number of book publications at the rate per million of the natives (the degree of diversity of book publications) is a match for that of most developed Western countries and even exceeds it — 1.312 in Estonia, 770 — in Lithuania and 691 in Latvia, for the nations of Middle Asia, Transcaucasia (except Georgians), Ukraine, Moldavia and Byelorussia this number is considerably less than even the average round the USSR — from 202 in Kirgizia to 43 in Byelorussia and 42 in Ukraine! Approximately the same is the situation with availability of the samples of literary culture (a number of books copies in national languages per one representative of native nationality) — here the Russians hold the priority, then come the Baltic peoples and the list is again closed by the Ukranians (1.9 copies with 14.4 as the country's average), the Kirgizians (1.7) and the Byelorussians (0.9). The systematic and purposive lowering of the level of national culture, the suppression of the intellegentsia except the proteges and the conductors of the central power could not but tell on the mood of the population, on the conflict potential of the republics. That's precisely in those regions that the levelling influence of the centre has achieved its eternal success earlier and where nowadays the clashes due to national problems (in reality they are unsolved tensions in the system of power relations between the centre and the provinces) have acquired protracted and bloody character.

It should be added that the foundation of these future conflicts is laid in advance and for long. Let us compare, for example, the data concerning Kazakhstan and Estonia; there are no children books in every fifth (22 per cent) family home in the first republic and only in every eleventh (9 per cent) — in Estonia; on the contrary, every sixth or seventh Estonian family has their own library of more than 1.000 volumes with 2.5 per cent of Kazakh families, correspondingly. Besides, parents in Kazakhstan feel the need in "traditional" genres — tales, adventure and science fiction books for children, whereas in Estonia they need reference books and encyclopaedias, handbooks on amateur skills, books on nature and animals. Besides, a resident of Middle Asia spends annually 1.5 roubles on books whereas in Estiona — 20 roubles. Obviously, the book publishing and distributing system thus extablished does not only preserve the past but also programmes the future. After all, this extremely difficult situation with children book publishing means unsolvedness and therefore — painful and conflict-bearing character — of problems, fundamental for any society, of handing down the traditions and reproducing normative basis of coexistence of people and nations. And can it be in a different way if there are 11 republic publishing houses for children in this country whereas in the USA, for example, about 200 companies work in this field! Besides, here, too, the possibilities to reproduce and extend national cultural traditions are being gradually restricted: the share of publications in national languages is being gradually reduced. In 1988 they comprised a little more than one-third of this country's publications for children by the titles of books and only 10 per cent by the number of copies. About a half (49 per cent) of titles, 83 per cent of paper volume and 87 per cent of print run of children's literature is given to the publications in Russian.

As the book publishing system was so strictly concentrated on the bottleneck of mass demand, let us try to reveal the basis, the nucleus of book publishing of classical period of social stagnation. If fiction only is considered — and in our conditions it is fiction on which the overwhelming part of reader's demand is concentrated, — then the maximum availability for the readers was granted in respect to five groups of authors. They are: Russian classics which comprised the basis of secondary school education (say, the works by Pushkin were published during the first half of the 80-s 276 times with the overall circulation of 100 and a half million of copies); classical literature of the Soviet period (for instance, Alexei Tolstoy was published 258 times with the circulation of 63 mln of copies), adventure books for teen-agers (we shall mention Jack London — 60 publications with circulation of 24 mln of copies); social-critical literature which had received public recognition 10-15 years before then (the books by V.Astafyev were published 51 times with overall circulation of 10mln copies) and the epigones who occupied command posts in literature trade, "state" authors of multivolume novels on Soviet history (the book by Georgi Markov was published in 5 years in 32 editions with the circulation of over 4 mln copies). Practically, the basis of mass reading was comprised in these years by the books of writers of just one, the last group mentioned. It was precisely these writers who created in their works the image of national history, set up the standards of literary quality, formed the way of thinking and feeling of millions of people; it was they who published in the years of stagnation their complete works, received state prizes from the Government, Home Affairs and National Security bodies, there were film and television versions of their books made which were seen by the whole country. It is demonstrative, for example, that during 1982-1986 more than one-fifth of the members of the Writers' Union did not publish their books at all, a quarter of them published one book each, a one-third published two or three books each whereas 5 per cent published from 11 to 30 books and less than one per cent — more than 30 books.

These writers were diametrically opposed by the "disapproved fiction" and its most consistent embodiment — the "Samizdat" and "tamizdat". In this case the narrowness of the readers' circle was matched by a minimal print run of books and magazines which circulated in a close circle of those connected by the proximity of views and appreciations. On the other hand, the list of represented authors, styles, approaches, genres, etc. was wide to the utmost. It was the whole world of culture and not only its almost completely prohibited XX-century part but of the world culture as a whole — from the Fathers of the Church or Indian ancient thinkers to the writers and thinkers of the last decades. Of cours, it was then and there that the names were given and discussions took place of the key problems of the country's development, the stages of its history, directions and price of the development, the perspective and moving forces, — everything that after 1985 began to come into general use of readers from the pages of magazines, newspapers, new books, demonstrating, by the way, the volume of what had been crossed out from life by censorship.

In such socially-set conditions the deficit for long years became the main mechanism of organizing the culture (and even of its disfigured dynamics). Being actually a reverse side of the centralization of power and of the aggravation of censorship this deficit crystallized around itself the status structure of the society setting up and maintaining a certain character of interrelations of large social groups, of cultural strata. Beyond the narrowed framework of the normative nucleus of super-volumnious Russian and Soviet classical literature, Power epics and entertaining adventures for the rising generation, everything else was anyhow railed off from the ordinary (especially — young) readers by various barriers. The combined expression of the latter became the actual price of the book for the reader — and not the fictitious, indicated on the cover; so-called "state" one: it is equal to the reader's remotedness from privileged groups and positions for whom the acquisition of books (and of all the other goods) presents no problem.

The long-standing (since round mid-seventies) acting as the expression of oncoming social stagnation, combined influence of this severe mechanism of selecting ideas and readers purposeful brainwashing by the second half of the 80-s actually brought to naught book-trading as a system of regular presentation and of a certain choice of books at prices available for the majority of population (by the 90-s it had concerned practically all products and goods). According to the poll conducted in September, 1989, by the All-Union Centre of Public Opinion Study (AUCPOS), only 14 per cent of the population had no problems with acquisitions of the book wanted as any one is available for them. And more than a quarter of all really wanted books came to the population by ordinary book-trading channels. Besides, every tenth of book publications costs twice as expensive as the nominal price, 7-8 per cent had to be overpaid rice, 3,5 per cent — four or five times, etc. Different, too, is the level of availability of books of different content and level, being structurized and set by the ideolody. It is significant that our national reader has to overpay the highest price for the books most wanted and of most popular genres — detective stories, adventures, science fiction. Two-fifths of readers had to overpay, anyhow. As for the state-set, fixed price, it is most often bought at for complete works, Russian classical literature, books by the authors of a republic in question (from 80 to 90 per cent of customers bought the latter at a price set by the state). With all that, the chance to spend money on books wanted by and interesting for one (as well as on all other goods) is rather poor. It is significant that nowadays every Soviet family only spends, on the average, about 2 per cent of their annual income, with 7-9 per cent in the FRG, for example. At the same time this is connected not with high prices of books in the West (compared with other goods, books are very expensive in this country) but rather with the high degree of development of the western market and, accordingly, with comparative stability of the readers' needs and with active book purchasing. Real and long-term needs are forming the choice, not by the shortage. The choice, in its turn, is determined by the demand.

But in this country since the 60-s a stable tendency is preserved when three-fourths of books published are not purchased by the customer but are either made the pulp of or just thrown away to the dust-heap. Only about a quarter of these books is in fact included into readers' general use and determines the value nucleus and dynamics of book culture. In the same way up to a half and even to two-thirds of book stocks of public libraries have ceased to be actually asked for by their readers, whereas a few hundred of books and magazines, works of dozens of authors (which are same as in book trade) enjoy long-standing and chronically unsatisfied demand. Should one be surprised that with the first signs of book-publishers orientation to the actual interest of the readers — the appearing by the end of the 80-s — the beginning of the 90-s of book-publishing alternative to the state one, of commercial channels of availability — the readers began to leave public libraries in millions: thus during 1988 only 3 mln readers left them.

As a result of such long-standing book-publishing and book-distribution policy most striking socio-cultural uneguality has been formed: 8.5 per cent of families having at their homes more than 1.000 books each, had at their disposal more than two-fifths of all the books owned by the readers. About a quarter of the whole population (about 18 mln of families) had no books at home at all, a bit less than one-third (about 23 mln of families) possessed a few dozens of odd volumes which did not comprise a "library".

It should be noted here that real actual "perestroika" of book-publishing trade is still conducted beyond the frame of the state monopolized system. Inside the latter the situation is just worsening (we mean not individual achievements but general tendencies). Thus, in 1988-1989 the number of publications was 6 per cent reduced (and it had already been extremely small). And if the reduction of social-political literature (nomenclature reports and ideological-inspiring propaganda publications) so widely advertized by the leadership of the trade, is close to this avreage norm mentioned, the situations with scientific-technological publications — and when there is the need for radical changes in the field — has considerably worsened: here the reduction has achieved 17 per cent of the titles. Meanwhile, in the USA the number of publications is doubled every 6 years with every 10-13 years on the world scale. However, our book-publishing is still making the gap with the world level and the general tendencies in science and culture even wider.

It is commonly accepted to justify the structure and proportions, having shaped ih book publishing and the long-standing discrepancy between demand and supply, by primarily referring to the deficit of paper. It is true that paper output is small in this country but we are in the lead in wood consumption for paper production, as usual, wasting resources without any thought about future. However, the paper produced by no means goes to publishing popular literature and that in short supply: the priorities here, too, have exclusively ideological character. Let us consider most operative and most widely demanded (up to now) part of the publishing output — magazines, for it is they that represent the whole range of diversity of various social and cultural groups shaped in the society. More than a half of magazines paper is again alloted to social-political magazines, the overwhelming majority of which is propaganda production demanded never and by nobody.

It is regularly written off unread by public libraries, it is collecting the dust for months in shop-windows of "Soyuzpechat" news-stands from where it is again sent to waste disposal (neither the editors nor the publishers suffer losses as these magazines are granted subsidies from the state, i.e. from tax-payers' incomes). Three times less paper is alloted to all publication on science and technology — 17.2 per cent, still less — 13.6 per cent — to literary periodicals. When there are published 393 social-political magazines and 400 bulletins of the kind in this country, then scientific titles comprise only a half of them and only 1 per cent of paper allotment, whereas literary periodicals make up only one-sixth of the titles. Is not this a portrait of the State and a type of a man planned by it?

Meanwhile, it was party-and-propaganda editions that were most noticeably losing readers during the last few years, sound scientific editions (on social humanities included) were preserving and increasing the number of their readers, and literary periodicals had a real boom in 1987-1990, increasing their overall printing twice ("Oktyabr", "Neva"), four times ("Znamya") and even 6-8 times ("Novi Mir", "Druzhba narodov", "Ogonyok"). During the subscription campaign in 1991 sharp administrative increase in prices for periodicals significantly reduced readers' interest in literary magazines as well whereas for the party press it was a true catastrophe. It was party-and-propaganda magazines that suffered maximum loss of readers in the course of the last subsription campaign. "Izvestiya TsK KPSS" only had 35 per cent of their previous — year subscribers and correspondingly: "Partiynaya Zhizn" — 32 per cent, "Sovetskaya Zhenschina" — 28 per cent, "Kommunist" — 27 per cent, "Dialogue" (former "Molodoi Kommunist") — 21 per cent and "Sovetski Soyuz" — 2 per cent, after which it was disbanded.

This is understandable. The period of perestroika — an attempt of radical reforms which came to their close by the beginning of 1990 — on the one hand, brought on the social surface the whole diversity of accumulated ideas which had formed the foundation of the reformers groups' initiative, and, on the other, it carried out a sort of mass mobilization of the whole reading populaton round these texts published anew of for the first time — newspapers, magazines, books. One can, in principle, estimate the quantitative potential of perestroika by the degree of the readers' (*of books*') activity. The correlation of people possessing the largest home libraries and those having no books at home corresponds approximately to the line-up of social forces in the society: the first approximate in size to those who dissociate themselves from the ideological obligations of the centre, being free from national narrowness, tolerant to social departures from the norm, ready to start private enterprise, etc. the latter, on the contrary, more often than others acknowledge as their own the whole ideological code of forced socialism with its ideological intolerance, social dependence and helplessness against the authorities.

Speaking more precise, the process of activization of social forces in this country, their moving towards independence, has experienced two phases in its development during the last four years (1987-1990), they represent social processes different in size and composition of moving forces. The first phase (1987-88) is the peak of magazine boom, i.e. intensive mobilization of the whole actively reading public (a few million people) around the values prohibited and crossed out from common social life, which had been put forward and defended by a group of so-called "*shestidesyatniki*" (bearers of progressive ideas of the XX-th Congress generation). The result was the explosion of publications of authors for a long time being published only abroad or in censorship-free home-published press-from the "Silver Age" of Russian culture to the youngest authors — which became possible in the conditions of officially declared "glasnost" and of active involvement of "shestidesyatniki" in social life, the structure of elective bodies of authority, etc. The values which were the centre of consolidation had group nature which accounted for the kind of the form — a magazine — which for two-three years became the leading forum for the printed expression of radical or conservative views, positions and programmes.

Since at least as far back as the middle of 1989 (which told on the 1990 subscription) the process of the readers' single familirizing with the text permitted and now relatively available began to decline. The accelerated uniting of groups which retained their active character round democratic ideas and principles knocked against the limits of the established system and exhausted "natural" abilities of the latter: the ideological and administrative pressure on a number of independent periodicals grew stronger, the information censorship was partially restored, etc. The role of "shestidesyatniki" intellegentsia in radicalizing social processes began to transform itself — the formation of other force centres, first, and mass going left, second, began. The result was the last-year growth of mass opposition to the conservative course of the State machinery of power (to the representatives of the military-industrial complex, the CPSU leadership, the upper crust of repressive bodies), the downfall, complete by now, of the Union authorities' prestige and the transfer of political initiative to the level of republics, the formation of wide strike movememnt of workers and students — the processes which reached the utmost depth of social structure, including the most obedient so far strata and republics (Buelorussia, for instance).

The paralysis and hindering actions of the Union leadership, the revanchist manoeuvres of the ruling party, in their turn, still accelerated and intensified these processes. As a result, the process of political choice began to acquire mass character and the polarization of political sympathies and partialities began to grow. In these circumstances it is only natural that the field of choice of position was represented by newspapers, most radical and of largest circulation, too, relying upon high appreciation of the younger and more active social groups. The "left" wing was indicated by the all-Union "Komsomolskaya pravda" which had lost much les readers with the rise of subcription prices (about 18-19 per cent of the subscribers) and the metropolitan "Moskovski komsomolets" (which even had acquired 8 per cent of new subscribers). The right wing was comprised of "Sovetskaya Rossiya", having lost more than a half its subscribers but at the same time rallied its audience, which is sufficiently integral in its State power partiality, and "Pravda", gradually losing its prestige (more than two-thirds subscribers left it and those remaining have still lower social-cultural characteristics).

It is the deepening and differentiation of the readers cultural positions proper that determines today the activity of magazines. They are coming back again to the group scale of social communications, and many of them are changing their audience's complement looking a new for their public. Minimum losses are suffered by those periodicals which had acquired the qualified audience stable in the course of time: either specialists ("Voprosy philosophii") or the amateurs ("Pchelovodstvo", "Okhota", etc.). Those magazines do not lose support either which are addressed to the socialized categories of readers entering life — the children ("Tramvai"), the youth — "Tekhnika — molodyozhi", "Nauka i religiya". The positions of periodicals for the best prepared audience are — stregthened, too, for example, "Iskusstvo Kino". It is obvious that the spheres now attracting the greatest attention of groups seeking for self-determination in modern life are culture proper — philosophy, history, religion; these fields are also connected now with the shortage of magazines. For the general public-besides amateurship and home-family values (in fact, both in present conditions of disruption are unlikely but rather meaningful on the cultural plane) — the prospects are good for magazines and literary miscellanies offering everyday reading (going on a journey, being on vacation). These, by the way, are again practically absent in publishing trade.

So, social processes in the world of publishing are developing now along three lines and on three levels: on the level of mass *newspaper* the polarization of political positions and choosing the extreme points on the political scale are going on; in *magazines* the attempts to culturally differentiate between initiative groups, their ideas and approaches are being resumed; through *books* the process of restoring cultural memory and liquidating the consequences of social lobotomy of the decades gone by. At the same time it is crystal-clear that the established system of directive organizing book trade and cultural life is not in the least effective and is going to pieces before our eyes. The society, its strata and groups have the prospects for self-determination and self-organization. The activity of so-called "independent" press and joint venture, cooperative, etc. book-publisning and book trade shows that this country has both initiative forces and powerful enough strata of their supporters. And if it is difficult to imagine how to provide mass *level* of book publishing — the "nucleus" of titles and the basic part of print runs-without state resources (technical and financial ones), the tasks of *differentiation and deepening* the readers' skills and approaches, the multiplication of "literature worlds" is only within the power of the society itself.

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The Place of the Periodical Press in the Perestroika of Librarianship

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The Soviet Library press contributes to shaping the professional consciousness of personnel, enriches librarians with new knowledge, popularizes the good examples of work. Not infrequently periodicals plays a pioneering role.

Admitting the enormous importance of the professional press, we, Soviet specialists, have to state with regret that we possess a very scanty set of periodicals — less than ten (the list of them is given by O. Dyakonova and O. Timokhina in the paper submitted at the round table conferences of editors of library journals at the 56th General Conference of the IFLA).

The names and subtitles of these journals show that scientific problems and living practice are within the field of vision of editorial boards, that they solve similar problems relating to their main profile and the readership. With the exception of the mass hournal *Bibliotekar* (Librarian) (with a circulation of over 170,000 copies) and the collection *Aktualnye Voprosy Bibliotechnoi Raboty* (Torical Problems of Librarianship) all other journals have their range of readership within the limits of 4,500 to 16,000 persons (since 1991 when the retail price of publications was raised by about 1.5 times not more than 10,000), predominantly librarians.

In present conditions when all reserves are put into operation *the objective appraisal of the opportunities and role of the specialized press* is important in order to accelerate positive processes in society.

Having no predecessors who would characterize, at least initially, what has been achived by special press over the last six years passed in the conditions of radical reforms of Soviet society, let us restrict our task to the brief description of the distinctive features of the press in this period. The attempt of such, even cursory analysis is interesting because it makes it possible to understand more clearly the range of ways used by specialized journalism, to realize to what extent can authors-specialists suggest effective means of changes in librarianship.

The crisis of librarianship which became obvious by the end of 1985 has determined the main topics of professional periodicals. The optimistic tone of articles typical of most of periodicals of this type, the calm confidence in great achievements of Soviet librarianship whose drawbacks were pointed out in a lines concluding any article have quickly given way to the rather gloomy picture of the general lag in all sections of our librarianship. *The critical reappraisal of the path traversed*, wrongly interpreted positions taken out from the world library context have logically led to the detection of the causes of the situation which has developed. Despite the differences in the depth of arguing, the convincingness of the research basis and differences in the measure of generalization the authors of publications have come to similar conclusions. The authors admitted as the root cause the underestimation of the importance of libraianship by society which finds its expression in the residual financing, the disregard for the material and technical basis of libraries and for the social protection of librarians. While the scantity of the material basis of librarianship has long alarmed librarians themselves which has been pointed out in the press, it has been only in the glasnost era that it has become possible to speak about the residual principle of financing, about the weak social and professional protection of librarians, to apeak directly, with figures, facts and examples, with publicist ardour.

Among the main causes of the lag of librarianship one can also mention the ideological intolerance as regards both theory and practice, the direct transfer of directives of the CPSU to librarianship, the approach to libraries as to bases of Communist Party organizations. The liberation from the dogmatic approach and ideological stereotypes occurs slowly and not easily, brings about the revision of many educational courses, primarily, «work with readers»,«history of libraianship», as well as old postulates of librarianship. The press has just begun treating seriously library problems, when not only erroneous theses are enumerated, but also constructive positions are set forth. In publications about discussions on the principles of partisanship which was until recently the main in popularizing (*Nauchnye i Tekhnichekiye Bibilioteki SSSR, Sovetskoye Bibliotekovedeniye* and *Sovetskaya Bibliograpfiya*) and in articles which guide reading and treat problems of the communion with the readership (*Bibiliotekar, Aktualnye Voprosy Bibliotechnoi Raboty*, etc.» already new views of authors are set forth convincingly. The implementation of these views will enable libraries to base their activity on universal human values, on the interests of the personality, without imposing on a person narrow ideas about homo Soveticus (man of a «socialist type»).

Turning to the sources of shaping theoretical views in the field of librarianship is prompted by the striving to suggest a *constructive proframme fo work* and not only to resolutely discard everything which has becomt outmoded, erroneous, denigrating the entire reality. This explains the increased number of publications not only on the history of the beginning of the 20th century, but also on the history of the 19th and 18th centuries when the main principles of the future science originated and were roughly formulated. Hence, discussions on the problems of nistory in higher schools and in large libraries. Apparently this line will continue and finally the true picture of the development of national librarianship will be restored. Here it is important to indicate the main stages proceeding from the aims and motives of development, the system of knowledge, cardinal tasks, to give a substantiated periodization, basing it on the internal regular features of science itself.

Thanks to periodicals the history of our science begins to be outlined as the history of the quest by living persons, the history of discoveries, perhaps, minor ones and not as characterless processes and a certain combination of facts systematized along the ascending straight line. We should give credit to professional publications which have prepared over the past six years much more (than during previous years) portraits of specialists in library science, which have carried out the political and professional rehabilitation of specialists who suffered in the 1930s and 1940s.

Turning to the period of the inception of our science makes it possible to describe truthfully the very path of its development and to see more clearly how the tasks of a library in information society have multiply complicated, what remains intransient and how certain functions have been transformed precisely in present-day conditions. So, the *interest in history* is also prompted by the necessity to understand the present in a deeper and fuller way.

Perestroika has revealed the unsoundness of the description of *the experience of our foreign colleagues* in the style of old stereotypes. It hes become clear that one scientific collection *Bibliotekovedeniye i Bibliografiya za Rubezhom* (Librarianship and Bibliography Abroad) is already unable to acquaint librarians with the entire diversity of the life of libraries in other countries.

The situation is changing: all periodicals offer now their pages for the reflection of foreign experience; the very charecter of its presentation is being transformed. Authors try to focus attention on similar processes and methods in the USSR and in other countries, to analyse thoroughly phenomena and facts, singling out specially those which are based on the fulfilment of readers' reguests. The experience of our foreign colleagues is seen differently in the light of readers' interests, of the care of any person's convenience in using the library. It can be stated with satisfaction that there is a trend of describing the foreign experience with due account for the conditions prevailing in this country, of unbiased comparative analysis of undoubtful achievements in developed nations not only in the sphere of the automation and mechanization of library-bibliographical processes, of well-argued considerations on the drawbacks and difficulties of librarianship abroad. By way of illustration I would like to mention the material about the Soviet-American seminar devoted to the problems of children's reading and the work of children's libraries; articles on the prospects of the development of national libraries, on the content and forms of the activity of public libraries, on the development of interlibrary loan (*Sovetskoye Bibliotekovedeniye, Sovetskaya Bibliografiya* and *Bibliotekar.*)

Considering the traditional renge of problems, the press dealing with library problems begins lay emphases in a new way. For instance, articles on managing libraries put forward, in accordance with the requirements of time, *problems of self-management, the role of personnel, the opportunities of professional associations and societies* which have been set up over the past two-three years. Theoretical generalizations here are so far rare, but the publication of Rules, regulations, extended comments on them, information on congresses and sessions gives food for considerations on reserves avaiable in these voluntary public formations, makes it possible to relate their functions with state management bodies, understanding how they complement each other. This topic has almost hot been discussed since the 1930s. At present publications orient the library community towards the preparing and holding the First All-Union Congress of Librarians.

Problems of the interdepartmental interaction, the determination of the prospects of the development of librarianship, the work of libraries in the conditions of the market economy have begun to be discussed in the press over the past three years, precisely in the field of managerial problems. It is pointed out that here, in the final analysis, one should bear in mind the interests of the reader, the entire population, as well as the public response to the work of libraries.

The *stable pluralism*, new approaches to the treatment of topics and the due account for the positions of opponents by participants in discussions should be noted. There is lack of the ability of hearing reasonable points in arguments of other authors. However, on the whole, librarians get an opportunity to choose the most convincing and acceptable in real conditions from several viewpoints.

The sharp decrease of publications of the directive character beionging to officials, and heads of libraries of the ministerial rank is another typical sign of the perestroika period. Today the floor is given to ideologists of concepts, to true authors of reports, to researchers of individual themes, heads of research who hot always hold administrative posts in the managerial system. The opinion of sociologists, culturologists sounds louder, which earlier was an extraordinary event and today interests seriously specialists in library science since many library troubles are due to the fact that little attention was given to the development of the network of libraries, that there were no deep links with all processes adherent in civilized society.

The press has become paying more attention not only to the point of view of prestigious experts on the most topical problems, but also to the opinion of rank-and-file librarians. This is especially clearly traced in publications in the journal *Bibliotekar*. The journal *Sovetskaya Bibliografiya*, the collection *Nauchnye i Tekhnicheskiye Biblioteki*, the journal *Aktualnye Voprosy Bibliotechnoi Raboty* have also involved a large number of practical workers in the discussion of topical tasks.

The reader and the librarian are gradually becoming the mein object of our professional press. Of course, these topics are analysed with unegual intensity and depth.

For example, the principles of the work of libraries of different types and services rendered by libraries to their visitors are estimated from the positions of the reader. This angle of view is not absolutely new, but earlier it was just declared by the press. Here one should mention the gradual openind of special storage funds, the sale of duplicate copies to readers by the library itself, the setting up of «family reading» libraries, the necessity of arranging the prompt information-bibliographical service in conditions of market relations, the assertion of dialogue forms in library-readers contacts and the establishment of book hiring posts in railway stations and bookshops.

Turning to concrete examples, the press shows the changing attitude of libraries to the reader and also the attitude of readers to this institution of culture and social life and to the librarian. New facts are accumulating, non-standard solutions are being checked up. This way the bases for generalizations, for theoretical theses are being established. They will form a constituent part in renewed library science.

In publications the librarian ever more freguently is shown not as a diligent executor of instructions coming from all stages of the hierarchical managerial ladder, but as a competent specialist who is aware of his (her) personal responsibility for the distribution of real cultural values, who knows ABC of pedagogics and psychology of establishing contacts with different categories of the population.

It is not fortuitous that over the past few years the comprehensive large-scale study of personnel has become possible. Material collected predominantly within the framework of Russia does not make reality fit to desired standards. Comprehensively characterizing the training of librarians, their own evaluation of the stock of knowledge in the conditions of work in a library, form of upgrading the skill and self-educating reading, this material leads to conclusions requiring solutions. The survey whose head organization is the Leningrad State Institute of Culture is designed for several years. Its coverage in the press and interested discussion will make it possible to reveal drawbacks in specialized education and recommend measures for their removal, to substantiate the real demand for personnel, turning to the example of the largest republic — Russia, to formulate reguirements made of a specialist of the 21st century.

The professional press has turned for the first time to such topics which earlier were jurt inconceivable — *the ability of librarians to uphold their social rights, the independence of work collectives in choosing the rational forms of work* (team contract, a contractual system), *the assertion of democratic norms in relations between the staff and the management.* These topics which were covered widely by the magazine *Sovetskaya Bibliografiya* were taken up by other publications. These publications stress the growth of the professional and social consciousness of the staff, the sense of the personal responsibility for the library service, real changes which can be carried out by librarians themselves and what should be changed by the state and society.

The rejection of the administrative-command system, the fransition to the market economy with ist laws of management have caused a lot of new technological, juridical and financial norms. The press tries to compensate the gaps in knowledge of our specialists, to publish more consultations on the problems of social maintenance, the additional payment for work, the use of contracts in employment, etc. In letters to editorial boards of journals the number of concrete questions has increased perhaps because librarians have felt that their press displays attention to them, to their everyday cares. Journals feature revews of letters by readers, publish these letters, sometimes with the immediate answer or comments by a specialist or an editor.

The content of journals and collections is inseparably linked with the forms of representing material, with headings, sections, titles, with the tone of treating the topic. Let us mention the most significant points.

New headings have been introduced — «In the Mirror of the Press» «The Bibliographical Rehabilitation», «The Bank of Ideas», «The Archives of Bibliographers» (the journal *Sovetskaya Bibliografiya*), «We Have Only One Motherland», «How will the Union Look Like?», «The Reader — the Librarian» (the collection *Aktualnye Voprosy Bibliotechnoi Raboty*), «The Library in the New Social Situation», «Orientation towards the Reader», «The Tribune for Polemic» (the collection *Sovetskoye Bibliotekovedeniye*), «Towards the 57th IFLA Session (Moscow, 1991)», «International Meetinges» (*Bibliotekovededeniye i Bibliografiya za Rubezhom*), «Analysis of Practice», «Perestroika: Verification by Deed», «The Address of Experience» (the journal *Bibliotekar*).

More expressive and attractive headings reflect not just the search for the exach and expessive word, but also the striving to set forth the objectives and functions of puhlished materials. Now not only the areas of professional knowledge are delineated, as well as sections of library work which wait for deep changes, but also theories or practical solutions important for these areas are put forward, although not always confidently enough.

So, it can be stated that the press traces the processes taking place in libraries. However,it should be admitted that librarianship has not undergone radical changes and the trouble points still remain (the residual principle of financing, low salaries of librarians, difficulties in book acquisition due to the rise in prices for printed matter). Vertical and horizontal links between libraries are interrupted, the sceptical attitude of some librarians prevents the use of the useful experiance which has been created through collective work, through contacts between nations and ethnic groups.

In this situation a serious restructuring should be expected from the professional press around which all progressive librarians should rally. The press must not only analyse events, but also notice promising trends.

The readiness of specialized journals and bulletins for necessary changes is not equal. The journal *Sovetskaya Bibliografiya* reacts to new trends more promptly and effectively, going beyond the framework of the range of the main problems treated by it, publishing, for instance, an article about the fire in the Library of the USSR Academy of Sciences, about difficulties of some public city libraries.

It is common knowledge that glasnost and democratization nave brought to life hundreds of new publications. However, during this period the press dealing with library problems has not been enriched by any new title which proves conservatism and passivity which we have not yet got rid of. Young library associations, societies, federations are persistently demand the creation of their own journal, being unsatisfied with the space given to them in the journal *Bibliotekar*.

I hope that this brief review shows that the professional press just begins developing along a new path, rallying authors to cover more boldly and more competently the processes of transforming librarianship. Unused reserves can be put into action only if the library community helps the development of plofessionals. For instance, the journal *Bibliotekar* has published by the decision of the scientific conference in the city of Ulyanovsk alternative concepts of the development of librarianship. These documents will probably give rise to a series of articles which will specify or refute some theses of forecasts made.

In conclusion I would like to make two specific proposals. It would be desirable that editorial boards of journals of a similar profile should exchange long-range plans reflecting the contents of the issues of journals. This would orient librarians in topics and problems elaborated in different countries. Topical annual reviews of the most significant and interesting materials which appear both in the USSR and abroad would help develop the professional press.